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ABSTRACT

The selective annotated bibliography lists over 200 materials for teaching ethnic and multicultural studies in grades K through 12. The materials were published after the mid 1960s. Special consideration was given to materials that emphasize group values, social institutions such as the family and child rearing, and other topics such as community and work. The materials are arranged in 12 categories. Ten of these are organized around specific ethnic groups: Black Americans, Chinese and other Asian Americans, Eastern European Americans, Italian Americans, Japanese Americans, Jewish Americans, Mexican Americans, Native Americans, North European Americans, and Puerto Rican Americans. The other two categories are more general. These materials relate to prejudice and discrimination, and to explicit multiethnic, multicultural themes. Each entry is coded to reflect type of material and appropriate audience. Student resources are defined by reading and conceptual levels; teacher resources are defined by intent of the material; and curriculum materials are defined by grade level. The entries also provide information on author, title, publisher, date, and a critical annotation of paragraph length. (Author/AV)

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MULTICULTURAL EDUCATION

A Functional Bibliography for Teachers

by

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Social Science Education Consortium
(Boulder, Colorado)

Milton J. Gold
Carl A. Grant
Editors

TEACHER CORPS
Center for Urban Education
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Foreword

This bibliography has been prepared to accompany *In Praise of Diversity: A Resource Book for Multicultural Education*, published by Teacher Corps and the Association of Teacher Educators. *In Praise of Diversity* brings together in concentrated form information about a number of ethnic and racial groups in the United States and discusses basic issues in multicultural education. This bibliography is also being offered for use by teachers in order to recommend wider sources of printed and audio-visual materials.

A basic resource in compiling this volume is the comprehensive bibliography, *Materials and Human Resources for Teaching Ethnic Studies*, published by the Social Science Education Consortium (Boulder, Col., 1975). James Giese has condensed and updated this bibliography to sharpen its focus for teachers and to annotate it for better utilization in the classroom of the contents of *In Praise of Diversity*. Individuals wishing a still wider spectrum of materials should refer back to the "parent" volume.

This bibliography presents, first, a listing that is multicultural, references that cut across a number of ethnic groups, frequently around a particular theme that affects individual ethnic groups in different ways. The second section contains references on discrimination and prejudice, issues of primary concern in dealing with America's diversity. The remaining sections deal individually with a number of ethnic groups in the United States, chosen because of their size, representative nature, or "visibility" at this time. The bibliography identifies materials for use at elementary, secondary and adult levels. Obviously, not all of the myriad groups in the United States can be included in a volume of this size. Teachers and students with interest in other groups may well develop their own bibliographies on those peoples and their cultures as a class project.

It is the hope of the editors that this volume will be truly functional for teachers, being highly selective and addressed to the preparation of classroom teaching units.

The editors wish to express their appreciation to the Panel of Consultants who have contributed their suggestions for this volume as well as for the basic publication, *In Praise of Diversity*. The panel members are:

Harry N. Rivlin, chairman	Patricia A. Locke
Richard Gambino	Jodi Murata
Geneva Gay	Michael Novak
Nathan Glazer	Carmen Rodriguez
Thomas B. Lee	Arthur Tenorio

We are also grateful to William L. Smith, Director of Teacher Corps, for his initiation of the project; Floyd Waterman, Project Director, for contributing substantively to this publication as well as facilitating it administratively, and to Sharryl Hawke who has represented the Social Science Education Consortium in planning this volume.

Milton J. Gold
Carl A. Grant
Editors

Multicultural Education: A Functional Bibliography for Teachers

Contents

Foreword	iii
About the Bibliography	1
Multicultural Materials	2
Prejudice and Discrimination	5
Black Americans	7
Chinese and Other Asian Americans	11
Eastern European Americans	14
Italian Americans	18
Japanese Americans	22
Jewish Americans	25
Mexican Americans	28
Native American Indians	31
Northern European Americans	34
Puerto Rican Americans	38

About the Bibliography

The intent of this annotated bibliography is to bring together in short form some of the better and more adaptable materials for teaching ethnic and multicultural studies in grades K-12. It does not purport to be exhaustive of all the curriculum materials dealing with ethnic studies. Nor does it seek to be a definitive bibliography of the scholarly work done on each of the groups represented in these pages. It does bring together easily accessible materials that have been found to be particularly adaptable and appropriate for K-12 instruction. As with any selective bibliography, many pieces of material have had to be excluded and such exclusion does not necessarily reflect on the nature of that material.

The compiler of the bibliography sought to include material that would aid the teacher in developing units about ethnic groups generally. Special consideration was given materials that emphasized group values, social institutions such as the family and child-rearing, and such other topics as community, neighborhood, work and jobs. Multicultural, multiethnic perspectives were deemed most appropriate. Thus materials that are primarily hero-oriented, or those materials that emphasize group contributions to America were by-and-large excluded, in favor of those that emphasize similarities, common experiences, and concepts of general applicability.

The materials are arranged in 12 categories. Ten of these are organized around specific ethnic groups: Black Americans, Chinese and other Asian Americans, Eastern European Americans, Italian Americans, Japanese Americans Jewish Americans, Mexican Americans, Native Americans, Northern European Americans, and Puerto Rican Americans. The remaining two categories are more general in nature: one section is composed of materials relating to the concepts of prejudice and discrimination and one section presents explicitly multiethnic, multicultural materials.

Within this basic format, there is one further refinement. The material is coded to reflect the audience for whom each piece of material is designed or most appropriate, and the type of material it is: thus there are student resources, defined by reading and conceptual levels; teacher resources, defined by the intent of the material, i.e. content, teaching instructions or consciousness-raising; and curriculum materials defined again by grade level.

Following each book citation, the reader will find a code which indicates the audience for whom that particular resource is most appropriate, and the type of material it is. The following codes were employed:

1. Teacher Resources:

   TR-1. If a book is coded with TR-1, it is a resource for the teacher principally concerned with practical, day-to-day teaching suggestions, strategies, approaches, discussion questions, activities, films and other materials for further study, etc. The "what do I do on Monday?" type of material.

   TR-2. This is a resource for content, substantive information about ethnic groups, ethnicity, prejudice and other concepts: information the teacher must know in order to teach ethnic studies.

   TR-3. This is consciousness-raising material designed to inform the teacher about the need for ethnic studies, to inform teachers about the particular problems of minority group students, and special needs which ethnic students possess and to which the teacher should be sensitive.

2. Student Resources:

   SRE. Student resource with elementary conceptual level or elementary reading level.

   SRS. Student resource for the student at the secondary school level, in conceptual difficulty, or in reading level.

3. Curriculum Materials:

   These are materials with several components, usually distinguished by the presence of a Teacher's Guide: thus, essentially student material with practical suggestions to the teacher for using or clarifying the material.

   CUR-E. Curriculum material for elementary students.

   CUR-S. Curriculum material for secondary students.

MULTICULTURAL MATERIALS

American Universities Field Staff, *Looking At Ourselves: Fieldstaff Perspectives Multi Media Kit*, Hanover, NH: American Universities Field Staff, 1975, CUR-S.

Labeled as an introcultural study, this curriculum package examines cultural diversity in the United States. The variety of materials is designed to meet individual needs and interests. The Teacher's Guide describes a 40 to 45 day format for lessons, which is easily modified for the varying needs of teachers. There are many social science skill-building activities as well as cognitive and affective learning outcomes. It is a unique multicultural look at America that is realistic and accurate, and actively promotes intercultural understanding.

Banks, James A., *Teaching Strategies for Ethnic Studies*, Boston, MA: Allyn and Bacon, 1975, TR-1,2,3.

This book is composed of two major sections. In the first part, Banks discusses the basic philosophical issues involved in ethnic studies. After disposing of the melting pot notion, he looks at recent trends in the ethnic studies, particularly the one group approach that has characterized ethnic studies since the mid-1960s. Banks argues that ethnic studies should be taught in a comparative framework using the concepts of social studies generally as foci. Such concepts include scarcity, assimilation, acculturation, migration, poverty; these and others are equally applicable to all ethnic groups, and their study facilitates intercultural, interethnic understanding. The second part of the book is a series of chapters that provide content information on specific ethnic groups, teaching strategies, organizing concepts and resource suggestions. This book is definitely must reading for anyone teaching ethnic studies.

Brody, Eugene B., *Minority Group Adolescents in the United States*, Baltimore, MD: Williams and Wilkins Company, 1968, TR-2,3.

This collection may be useful in one of two ways. First, for the teacher who deals with minority students on a daily basis, the volume may aid the teacher's sensitivity to, and perceptions of, the psychological problems and stresses experienced by these students, especially in terms of biculturality. Second, the book is a source of substantive information which can serve as a basis for a course of study on contemporary minority cultures and problems, and other issues affecting multiculturalism.

Brown, Richard C., *Investigating Cultural Plurality*, (from *Man in America Series*), Morristown, NJ: Silver Burdett Company, 1974, CUR-S.

Investigating Cultural Plurality is a well-designed and inexpensive unit which could be used to introduce ethnic heritage studies at the secondary level. The teaching strategies, techniques, and activities suggested in the Teacher's Guide are innovative as well as practical. The unit takes a multidisciplinary approach to ethnic studies and deals with important ethnic studies concepts. The format of these materials is excellent as is the overall educational quality. The materials are realistic and accurate and they promote intercultural understanding.

Fenton, Edwin, *Ethnicity in America*, Pittsburgh, PA: Carnegie Press Publishers, and NY: Harcourt Brace Jovanovich, Inc., 1974, SRS.

This selection of readings for upper division high school students and adults is designed to provide alternative perspectives to the traditional content offered in American history texts. Although there are no visuals or teaching suggestions included, the content in each reading selection is thought-provoking and moving in its own right. Each section on ethnic minorities concludes with an annotated "Further Reading" list.

Finkelstein, Milton, et al., *Minorities, U.S.A.*, NY: Globe Book Co., Inc., 1971, CUR-S.

Minorities, U.S.A. examines the Native, Black, Mexican, Chinese, Japanese, Jewish, and Puerto Rican Americans as well as two other minorities,

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Catholic Americans and the poor Americans. Each unit, dealing with a specific group or pair of groups, is developed independently of the others. Each is realistic and accurate and promotes an understanding of the specific issues affecting each individual group. There is, however, very little intercultural understanding promoted in these materials; minority problems are not seen to be commonly experienced by most groups. There are many teaching suggestions included in the Teacher's Guide, as well as many discussion and review questions. Suggestions of other resources, especially audio-visual materials, are also included.

Glazer, Nathan, and Daniel P. Moynihan, *Beyond the Melting Pot; The Negroes, Puerto Ricans, Jews, Italians and Irish of New York City*, 2nd ed., Cambridge, MA: M.I.T. Press, 1970, TR-2, SRS.

Whether or not one agrees with the conclusions of these authors, this book is a classic in ethnic heritage studies and should be read by all who would teach multiethnic or multicultural studies. Each of the ethnic groups listed in the title is given separate treatment in this book, though some sections are better than others. The most important section of the second edition is the new 90-page introduction in which the authors come to terms with the changes in New York City and changes in ethnic group research between 1964 and 1970. This serves as a good introduction to the entire field of ethnic studies.

Gordon, Milton, *Assimilation in American Life: The Role of Race, Religion, and National Origins*, NY: Oxford University Press, 1964, TR-2, SRS.

This is a study of immigration history, the assimilation of immigrants and racial groups into American life, and the problems of prejudice and discrimination which have arisen out of differences in background, race, and religion. He discusses Anglo-conformity, the melting pot and cultural pluralism as theories of majority and minority interaction and builds a theoretical multilayered framework for viewing this interaction. The final chapter is devoted to an assessment of the problem of group interaction and the implications for government policy and activity.

Greeley, Andrew M., *Ethnicity in the United States: A Preliminary Reconnaissance*, NY: John Wiley and Sons, Inc., 1974, TR-2, SRS Advanced.

In this volume Greeley presents demographic overviews of ethnic groups in the United States as well as other information not readily accessible elsewhere. He considers whether the ethnic factor is just another version of the religious or social class factor in explaining group and individual behavior in the United States. After this perspective is established, the book discusses the impact of ethnic affiliation on human behavior generally, but particularly on the political behavior and life styles among and within ethnic groups.

Greeley, Andrew M., *Why Can't They Be Like Us? America's White Ethnic Groups*, NY: E.P. Dutton and Co., Inc., 1971, TR-2, SRS.

This is a book about ethnic diversity in America. The book searches for a way in which the diversity that characterizes American society can be integrated into some sort of new unity. Aside from these philosophical considerations, the book is packed with information, particularly about white ethnic groups and may be used to teach about group values and such social institutions as family.

Greer, Colin, ed., *Divided Society: The Ethnic Experience in America*, NY: Basic Books, Inc., 1974, TR-2, SRS.

Divided Society discusses the experiences of immigrants and minorities in the United States. The anthology is divided into thematic sections. The first considers the complexity of the accommodation process, and argues that much of the conventional wisdom about the ease of this process is flatly untrue, the mechanisms different than previously thought, and highly variable from group to group. The second section deals with the specific experiences of groups in America and the interaction of that environment with the cultural baggage of its many peoples. The third deals with the interrelationships of ethnicity and economic class. The result is revisionism at its best, and should be considered as an alternative to other perspectives.

Levy, Eugene, and John Renaldo, *America's People*, Glenview, IL: Scott, Foresman and Company, 1975, TR-2, SRS.

Consisting of 15 topics, this book is made up almost entirely of primary sources. Each section, however, has a brief introduction and a few questions on the readings. Ethnic groups discussed include: Native Americans, British, Irish, northern and southern Europeans, Blacks, Jewish, Asian, Mexican, and Puerto Rican Americans. There are also chapters devoted to nativism and the position of ethnic groups in contemporary American society.

McLaughlin, Roberta, and Lucille Wood. *Sing a Song of People: Teacher Resource Guide*, Glendale, CA: Bowmar Publishing Corporation, 1973, CUR-E.

These excellent materials for very young children teach similarities of all people in terms of basic needs and cultural behavior. Examples from many groups are used to explain such things as why we have holidays and how they are celebrated. Topics which are studied from this integrated approach include holidays and seasons, home and communities, and neighbors.

Miller, Wayne C., ed., *A Gathering of Ghetto Writers: Irish: Italian, Jewish, Black, and Puerto Rican*, NY: New York University Press, 1972, TR-2, SRS.

This collection of writings by well-known ethnic writers presents Irish, Italian, Jewish, Black, and Puarto Rican views on the ethnic experience in America. Many common themes run through these writings, not the least of which is coming to terms with urban America, what it means to grow up in congested, impoverished, ghetto conditions. The book is put together from the explicit point of view that the experience of all ethnic groups is more similar than different. A 70-page introduction by the author puts all the readings into proper perspective. The material may be used in either social studies courses or in American literature courses.

Moquin, Wayne, *Makers of America*, Chicago: Encyclopedia Britannica, Inc., 1971, TR-2, SRS.

This is a ten-volume reference which is designed as a "monument" to ethnic pluralism in America. This is not a history of immigration to the United States. The volumes are chronological from 1536 to 1970. They present data, narrative, and visual representations designed to answer the question, "What is the American, this new man?" More than 85 different ethnic, national, and religious groups are represented. The materials are excellent resources for ethnic, multicultural studies.

Mosenfelder, Donn, *Ethnic Studies: The Peoples of America*, NY: Educational Design, Inc., 1973, CUR-E, and CUR-S.

Ethnic Studies: The Peoples of America presents views on specific ethnic groups and discusses ethnicity in general. Indeed, the first sound filmstrip is the best of the set, and is one of the best in the field of ethnic studies as a whole: it presents some of the most fundamental questions and concepts of this field of inquiry. Designed for the secondary level, the filmstrips, cassettes, and the "cameo" tapes seem appropriate also for upper elementary grades. The text is quite traditional in that it dwells on heroes or well-known citizens from specific ethnic groups, uses the historical approach, and inserts statements about ethnic patriotism.

Rose, Peter I., ed., *Many Peoples, One Nation*, NY: Random House, 1973, TR-1, CUR-S.

This is a collection of readings that can be used in a variety of courses at the junior high school level or above. The major objective of the text is to introduce students to the diverse nature of America's people. America is portrayed as a composite culture with a heterogeneity that should be recognized and appreciated. A Teacher's Guide provides helpful insights into the use of the material, suggests activities, projects, and community-focused participation and other supplements to ethnic studies instruction.

Ryan, Joseph, *White Ethnics: Their Life in Working Class America*, Englewood Cliffs, NJ: Prentice-Hall, Inc., 1973, TR-2, SRS.

Ryan's is a valuable book on white ethnic groups in the United States. The volume is divided into four parts: Part I provides three essays which aid us in defining ethnicity, in thinking about the mechanisms that foster the retention of ethnic identities, and in defining some of the more important characteristics of white ethnic groups in economic and cultural terms. Parts II and III present excellent essays on a variety of white ethnic social institutions such as family, neighborhood, schools and work, and on such behavior patterns as political activity. Part IV probes the emergence of the so-called new ethnicity in the late 1960s and early 1970s. In a very short space, this book collects some of the important material on white ethnics.

Stone, James C., and Donald P. DeNevi, eds., *Teaching Multi-Cultural Populations: Five Heritages*, NY: Van Nostrand Reinhold Company, 1971, TR-2, SRS.

This book was compiled to fill the void in curriculum materials which ignored the existence of culturally different peoples in American schools. It presents a number of essays arranged in five categories: Native, Black, Puerto Rican, Mexican, and Asian American. Essays are included which sensitize the teacher to the issues and problems of these groups in contemporary America. This would be an asset to the teacher's reading list, though several other anthologies now exist which up-date the material collected in this volume. However, several of these essays remain excellent resources.

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Wenk, Michael, ed., *Pieces of a Dream: The Ethnic Worker's Crisis With America*, Staten Island, NY: Center for Migration Studies, 1972, TR-2, SRS.

This collection contains 15 essays written toward the objective of assessing the state of ethnicity in modern America. The state of ethnicity involves explaining the new trends in ethnic consciousness and feelings, the impact of government and federal policies relative to ethnics, neighborhood destruction through urban renewal, and future directions of public policy and sentiment. It is a superior collection for opening up a number of these issues for thought and discussion. Though the conclusions of the various contributors may be questioned, few would deny the importance of the issues and questions raised.

Prejudice and Discrimination

Allport, Gordon W., *The Nature of Prejudice*, NY: Anchor Press, Div. of Doubleday and Co., 1954, TR-2, SRS Advanced.

In this book, Allport offers a definition of ethnic and racial prejudice, shows the reasons for prejudice, and illustrates its effect upon both the victim and the victimizer. Allport has divided his subject into eight parts and 31 chapters covering the range of concepts and theories relating to prejudice and its effects. He does particularly well in discussing what shapes prejudices in the individual and how those prejudices are expressed. Though published in 1954, this is still one of the definitive works in the field and is an important resource in the study of intergroup relations.

Feldstein, Stanley, ed., *The Poisoned Tongue: A Documentary History of American Racism and Prejudice*, NY: William Morrow and Co., Inc., 1972, SRS, TR-2.

Americans have been rather pluralistic in their racial and prejudicial attitudes toward minority groups in American society, that is, they can hate anyone at just about any given time. This collection of documents traces American racism from early colonial times to the present. The book is divided into seven parts, organized in chronological fashion, each of which is put in its proper context by the author's introduction. Groups focused on by these documents include Blacks, Chinese, Japanese and Jewish. Some of the documents from part seven, from contemporary America, are startling, and some of them should be used in the classroom with care.

Goodykoontz, William, ed., *Prejudice: The Invisible Wall* (from *Contact Series*), NY: Scholastic Book Services, 1972, CUR-S.

Prejudice: The Invisible Wall is a curriculum package which includes the student text, posters, a record and a Teacher's Guide. The materials focus on prejudice and discrimination rather than on specific groups. Used with upper-elementary or junior high school students, the package can be effective in demonstrating general attitudes about prejudice. Some of the readings in the student text are excellent, an example of which is Shirley Jackson's "After You, My Dear Alphonse." The Teacher's Guide suggests further activities, provides questions to direct discussions and begins to sensitize teachers to this area of inquiry.

Hirsch Carl S., *Racism in America*, Evanston, IL: McDougal, Littell and Company, 1974, SRS, TR-2,3.

This is a very readable student text that deals with racism in American history. The chapters are organized chronologically and begin in the colonial period of American history and end with perspectives on the 1970s. The volume brings out the high-points of American racialist thought and the changing nature of those ideas. There is an adequate section for future reference and a Teacher's Guide with some suggestions about how to approach the issues and problems introduced in the text. These are basically uninspired, but they are solid suggestions and activities.

Holmes, Fred R., *Prejudice and Discrimination: Can We Eliminate Them?*, (from *Inquiry into Crucial American Problems Series*), Englewood Cliffs, NJ: Prentice-Hall, Inc., 1970, 1977, SRS,TR-2.

This book consists of a mumber of different kinds of readings on the topic of prejudice and discrimination in the United States. The author presents a well-done introductory section that is short but which gets at the central themes. The second section deals with the topics in American history. The third section adds details to our growing picture of the problems while the fourth section introduces aspects of the costs of bigotry. The final section of the book presents some solutions. Each reading in the various sections is followed directly by questions for debriefing students and for further discussion and understanding.

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Jones, James M., *Prejudice and Racism*, Menlo Park, CA: Addison-Wesley Publishing Company, Inc., 1972, SRS, TR-2.

Prejudice and Racism, is a blend of American history, American contemporary affairs and politics, and the concepts and theories of the social psychology of racism and prejudice. Jones first defines the terms "racism" and "prejudice," then turns to a brief historical overview of the growth of those expressions in American history. Much more attention is given to the problems from the 1920s on, and then to the initial solutions for them during the 1950s and 1960s. He then approaches the concepts from several points of view. The result is a quite through book on the topic.

Monte, Anita, *Racism* (from *Problems in American Society Series*), NY: Pocket Books, Div. of Simon and Schuster, Inc., 1972, SRS.

One of a series designed for use in urban schools, this book is divided into two parts. The first deals with racism in America in a general way, discussing it from several points of view. Racism is viewed in terms of the many groups which have been its victims, and in terms of the various and numerous mechanisms that produce it. Such important social institutions as housing and jobs, among others, are also discussed in this frame of reference. The second part is comprised of more in-depth essays on specific features of racism and examples of that phenomenon. The book would be good supplementary material for use in the classroom.

Newman, Edwin S., ed., *The Hate Reader*, Dobbs Ferry, NY: Oceana Publications, Inc., 1964, TR-2, SRS.

The Hate Reader, a collection of essays, was conceived in 1964 because of the confluence of such factors as international cold war tensions and a domestic social revolution in the United States, factors which had created an environment in which prejudice, hate and scapegoating were potential "solutions" to the problems of the day. Divided into three sections, the book offers one essay dealing with the nature of prejudice, one which presents several case studies, and one dealing with the politics of hate. The essays collected here should not be seen as time bound, for the substance of the book has relevance for any similar period of social stress.

Rose, Peter I., *They and We: Racial and Ethnic Relations in the United States*, NY: Random House, Inc., Second Ed., 1974, TR-2, SRS.

The second edition of *They and We* is a very well-done, very readable introduction to racial and ethnic studies. It raises questions about American identity and future directions in American minority and ethnic relations. It deals with some of the important concepts of the ethnic studies: prejudice and discrimination; immigration, mobility; work and jobs; relative economic success of ethnic groups in the United State; Black consciousness; the new ethnicity. This book is a good choice for those who would begin to study ethnicity generally and prejudice and discrimination specifically.

Simpson, Geroge E., and Milton Yinger, *Racial and Cultural Minorities: An Analysis of Prejudice and Discrimination*, NY: Harper and Row, Publishers, Inc., Fourth Edition, 1972, TR-2.

This is a college-level analysis of racial and cultural minorities and the prejudice and discrimination faced by those groups. Its underlying rationale is to synthesize the vast number of studies that deal with these concepts, and to relate the many particular studies to more general underlying principles. The book is organized in three parts. Part I deals with the cause and some of the consequences of prejudice and discrimination. Part II deals with minorities in the social structure of the United States and contains excellent information about the economic consequences of minority status. Part III presents some possible solutions to the twin problems of prejudice and discrimination.

Steinfeld, Melvin, ed., *Cracks in the Melting Pot: Racism and Discrimination in American History*, Beverly Hills, CA: Glencoe Press, 1973, TR-2, SRS.

This text is an attempt to provide insight into racism and discrimination in the United States. Each chapter begins with a brief introduction that puts the particular topic in general focus. The author's intent is to provide a broad perspective for the interpretation of the experiences of the many American ethnic groups—Native Americans, Chicanos, Chinese, and Japanese-Americans among many others. The book provides good background reading with a balance of historical and contemporary views on ethnically defined discrimination. Primary and secondary source readings are included as are suggestions for further study.

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Weiss, Karel, ed., *Under the Mask: An Anthology about Prejudice in America*,NY: Dell Publishing Company, Inc., 1972, TR-2, SRS.

This anthology about prejudice in America presents a human, personal approach to injustice in the United States rather than a cold, statistical collection. It presents a collage of ethnic experiences in America from early colonial history to the present. The author includes much material on a variety of groups and most of that collected is first-rate. Many of the readings collected here would serve as excellent springboards to class discussions; some of the sources might suggest student projects. The book is most properly used as supplementary material, though used imaginatively, it could form the core of a course.

Black Americans

Afro-Americans Speak for Themselves, Great Neck, NY: Educational Dimensions Corporation, 1969, CUR-S.

Afro-Americans Speak for Themselves is an overview of the whole of the Black experience in the United States. It combines use of art, literature, and history to describe the current situation of Black Americans. The text looks at influences of American Blacks in the United States in terms of the various revolts against legal, residential and occupational restrictions they have endured. In its entirety, this curriculum material is very comprehensive and would serve well as a unit in an ethnic heritage curriculum.

Angeles, Peter A., *The Possible Dream: Toward Understanding the Black Experience*, NY: Friendship Press, 1971, TR-2, SRS.

The "impossible task" this author seeks to accomplish is to help nonblacks see and feel the Black experience through the words of Blacks. The book is composed of five chapters, each dealing with a different topic and set of concepts: housing, education, employment, Black ego and identity, and racism. Each chapter is organized in three parts. The first part is a section which puts forth case studies, the second deals with personal accounts of Blacks which promote empathy and the third section presents historical and statistical data. Questions for discussion are also suggested. It is a good resource for nonblack students; however, teachers should preview the material.

Aran, Kenneth, and Herman Arthur, *The History of Black Americans: A Study Guide and Curriculum Outline*, NY: United Federation of Teachers, 1972, TR-1,2.

This book is an illustrated guide for teachers and students to Black History in the United States. Developed by New York City teachers for teachers and students of all races to better understand the Black American past, this is a well organized curriculum guide. It is organized around concepts and topics rather than chronology. Major units of study include the family, racism, the Blacks in the American economy, the church, and Black protest among others. Ecah unit is developed with a sense of the past intact as well as from the perspective of the present. A number of good questions are asked and films and other materials are suggested for further study and reference.

Banks, James A., and Cherry A. Banks, *March Toward Freedom: a History of Black Americans*, Belmont, CA: Fearon Publishers, 1974, SRS.

The history of Black Americans from their African origins to the present is examined in this volume. Easy reading helps make this illustrated work interesting. The traditional topics of Black history are covered and a section on famous Black Americans is included. Each chapter contains a "using what you have learned" section which includes discussion questions, vocabulary, quizzes and varied activities. These include dramatizations, radio broadcasts, simulations, further reading, and community activities.

Bennett, Lerone, *Before the Mayflower: A History of the Negro in America*, Baltimore, MD: Penguin Books, Inc., 1961, SRS.

First published in 1962, this survey of Black American history has become a classic. It tells the story of Afro-Americans from their origins in western Africa through the civil rights revolts of the 1960s. It can be used as a text by good readers and as a supplementary resource by other students. It contains comprehensive and rarely-found material on Black slave revolts, insurrections and miscegenation. It also contains a lengthy chronology of important events in Black history and a very complete (for its early publication date) bibliography.

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Bennett, Lerone, Jr., *The Shaping of Black America*, Chicago, IL: Johnson Publishing Co., Inc., 1975, TR-2, SRS.

The Shaping of Black America is a history of Blacks in North America, though not a traditional chronological narrative. Bennett is much less concerned with "covering" all the usual topics in Afro-American history than he is with discussing Black history in terms of several social science concepts (e.g., power) and from several unusual perspectives (e.g., viewing parts of their history in terms of similarities with lower class whites as well as other racial groups). The book is divided into two parts. The first, "Foundations," discusses the history of Blacks in America through Reconstruction, while the second, "Directions," deals with several topics of immediate contemporary interest and significance. The book contains good content material but the format makes student use of the book difficult.

Brown, Sterling A., et al., eds., *The Negro Caravan*, NY: Dryden Press, Publishers, 1941 (recently republished by Arno Press, 1969, and distributed by Random House), TR-2, SRS.

Though this collection lacks representation from contemporary Black literature, it is an exhaustive collection of literature produced by representative Black American authors before 1941. The book should be useful not only for students of American literature, but also as a collection of sources of American social history. The anthology was compiled from the explicit point of view of providing, in one volume, alternative views to often-held sterotypes about Black Americans. It provides a mosaic of images held about Black Americans by Black Americans. Many different aspects of the Black American experience are provided here, in a variety of literary modes.

Cuban, Larry, *The Black Man in America* (from *Problems in American History Series*), second edition, Glenview, IL: Scott Foresman and Company, 1971, SRS, TR-2.

This collection of documents, commentaries, speeches and essays is devoted to presenting neglected dimensions of American history, especially of Blacks in America. The book is organized around 15 problems. Typically, three readings are provided in each section. Many of the traditional Black history topics are treated, some from fresh points of view, while several of the problems are themselves a fresh look at aspects of the Black experience in the United States. Students of varying abilities and backgrounds should be able to profit from these readings.

Fellows, Donald K., *A Mosaic of Ethnic Minorities*, NY: John Wiley and Sons, Inc., 1972, SRS, TR-2.

This book gives the reader broad perspectives on ethnic heritage, acculturation, assimilation, imprints on America by ethnic peoples, and future trends in intergroup relations. It offers historical, statistical, and visual information on Blacks, Mexican, Native, Chinese, Japanese, and Puerto Rican Americans. Very readable and containing review and discussion questions, this book could serve as an excellent text for high school students. The material provided for these groups can be easily used as a model for the study of other ethnic groups.

Fishel, Leslie H., and Benjamin Quarles, eds., *The Black American: A Documentary History*, Glenview, IL: Scott, Foresman and Company, 1970, TR-2, SRS.

The Black American is a collection of documents about the history of Black Americans in the United States. Its chronological scope is from pre-colonial African origins to more contemporary times. Each of the traditional topics of Black history in America is covered by readings and documents in this book, many of which could be used as springboards to class discussions as reading assignments, or inquiry exercises. In all, this is a very fine factual source book for teaching Black history.

Franklin, John Hope, *From Slavery to Freedom: A History of Negro Americans*, Fourth Edition, NY: Alfred A. Knopf, 1974, TR-2, SRS.

A major work of 25 chapters and 511 pages of text, Franklin's book is as close to a definitive overview of Black historical experience in America as we are likely to have for some time. The product of years of research and learning, *From Slavery to Freedom* offers the reader information on almost any traditional topic or issue in Afro-American history, from their West African origins, down to the tumultuous present. Franklin, because of his training and erudition, puts the history of Black Americans and their interaction with their American environments into meaningful perspective. He deals with the evolution of important Black social institutions within the framework of the more general forces shaping American history as a whole.

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Gaines, Ernest J., *The Autobiography of Miss Jane Pittman*, NY: Dial Press, Inc., 1971, SRS.

Because this novel was adapted for television, the story may be familiar to many students. The narrative is in the first person as Miss Pittman might have told it to a historian taping her recollections. Miss Pittman begins with her memory of how she, as a slave child, served water to retreating Confederate soldiers and to advancing Union soldiers on the same day during the Civil War. The story ends 100 years later when she helps lead a demonstration to give complete freedom and rights to black people in the United States. Many of the novel's episodes were omitted from the television presentation. This rich, strong story is highly recommended for secondary students.

Goldston, Robert, *The Negro Revolution: From Its African Genesis to the Death of Martin Luther King*, NY: Macmillan Publishing Company, Inc., 1968, TR-2, SRS.

From the Macmillan *American Studies Program*, *The Negro Revolution* presents a rather traditional history of the Blacks in America from the prologue in Africa to the assassination of Martin Luther King. Most of the typical topics are touched on here; there are no glaring omissions in its treatment of Black history. Particularly noteworthy are the pictures and illustrations used, some of which are rather rare in textbooks. Overall, this is a fairly comprehensive text and is useful as a single source, or as supplementary material for Black history.

Katz, William Loren, ed., *Eyewitness: The Negro in American History*, NY: Pitman Publishing Corporation, 1971, TR-2, SRS.

Katz relates the history of the Afro-American from the time of the colonial slave trade to the present. The book is organized chronologically and topically. Each topic is composed of historical narrative, usually a short introduction to, or overview of, the salient feature of the period. These sections are followed by eyewitness accounts (primary historical documents) which amplify and give depth to the narrative. The volume is well done and very informative as a resource for teachers and students. The many pictures in the page margins of greater and lesser known figures of Black history, illustrations, and explanatory notes are particularly noteworthy.

Kochman, Thomas, ed., *Rappin' and Stylin' Out: Communication in Urban Black America*, Urbana, IL: University of Illinois Press, 1972, TR-2, SRS-Advanced.

This is a collection of essays dealing with portions of the texture of everyday life of most urban Black Americans. In various ways and through various approaches, the essays collectively deal with Black cultural norms by authors whose value systems, it is claimed, are uncontaminated with traditional notions about black social pathologies. The essays deal with a number of interesting areas, including such nonverbal communication as folk music, vocabulary and its implications about culture and images of the city, verbal skills and expressive uses of language (e.g., "playing the dozens") and the importance of expressive role behavior. Most of these areas of investigation are tied explicitly to questions of Black cultural norms in urban places by separating those elements of behavior generic to Black culture.

Ladner, Joyce A., *Tomorrow's Tomorrow: The Black Woman*, NY: Doubleday and Company Inc., 1971,TR-2, SRS Advanced

Ladner's book should be required reading for anyone teaching ethnic studies, particularly Black history or Black studies. The questions she asks and the frame of reference in which she asks them challenge the very nature of much of the social science literature on the Black community in America, especially the role of the Black woman within that community. She lays bare methodological problems and the inherent racism of the traditional view of the Black community. She argues that difference is not the same thing as inferiority or deviance. This book is a very valuable resource for analyzing and studying racial differences in sociologically innovative ways.

Light, Ivan, *Ethnic Enterprise in America: Business and Welfare Among Chinese, Japanese, and Blacks*. Berkeley, CA: University of California Press, TR-2, SRS.

The ghetto riots in American cities during the late 1960s brought little known information about American society to the forefront. Among these little known-items was the fact that Blacks were seriously underrepresented in small retail business enterprises. Light sets out to answer the question of why this was the case. To do this he compares the experiences in America of three ethnic groups: Blacks, Chinese, and Japanese. The result is an interesting study of the migration experiences, up-

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ward social mobility and group values of the three groups. The book is emphatic in discussing the influences of past cultural and regional traits on human behavior. Whether or not one agrees with his conclusions, this sort of comparative study, as well as the specific topic, is important for future ethnic studies, and would provide a stimulating comparative case study for an ethnic studies unit.

Patrick, John J., *The Progress of the Afro-American*, Westchester, IL: Benefic Press, 1970, CUR-S.

The Progress of the Afro-American is a study of the history of Blacks in the United States and the influence of Blacks on American history. It is much more than a traditional history, however. The book uses an innovative and well-conceived historical approach. It is as much concerned with what is history, how does one do history, and what is a document, as it is with substantive Black history content questions (though these are seen as important as well). It makes use of primary documents which are inserted into the text of the book. There are not too many of them, and their use remains fresh, not burdensome. Study and discussion questions, as well as terms and vocabulary follow each chapter. This could serve as a model for studying other ethnic groups as well as Blacks.

Pinkney, Alphonso, *Black Americans* (from *Ethnic Groups in American Life Series*), Englewood Cliffs, NJ: Prentice-Hall, Inc., 1969, TR-2, SRS.

This volume of Prentice-Hall's excellent series on ethnicity in the United States, *Black Americans*, seeks to present an overview of the condition of Black Americans in 1969. Introduced with a brief historical narrative, most of the book is concerned with current information, such as demographic characteristics, the nature of Black communities, their socioeconomic status, social institutions, deviance and Blacks' contributions to American life. The final two chapters deal with the issues of assimilation and the various levels at which that takes place for Blacks in American society, and the Civil Rights movement, the emergence of Black power, and Pinkney's prognosis for the future. An excellent teacher or student resource for Black studies.

Ploski, Harry A., and Ernest Kaiser, eds., *The Negro Almanac*, Second Edition, NY: Bellwether Co., 1971, TR-2, SRS.

Composed of 32 substantive sections, *The Negro Almanac* is a comprehensive reference work on the history and culture of Black Americans. The book includes, among other things, a historical overview of Black American history; biographical information on civil rights leaders, athletes, writers, artists, inventors, performers in music, theater and movies; statistical data on various social topics; demography of Black America; current status of the Black family; workers in the labor movement, and data on employment, unemployment and income; Black participation in government programs; and perspectives on Black women and Black religion. The book's 1110 pages contain information about many important features of the Black American community, and as such are an indispensable information resource.

Schulz, David A., *Coming Up Black: Patterns of Ghetto Socialization*, Englewood Cliffs, NJ: Prentice-Hall, Inc., 1969, TR-2, SRS.

This is a study of ten families, five complete and five broken, over a three-year period. Its intent is to remove the myopia of middle class whites in looking at the Black ghetto. It is an attempt to study and explain the distinctive life-style spawned by ghetto living, a life-style considered odd by outside observers. The author shows how that ghetto life-style is, in fact, a very adaptive mechanism which ghetto dwellers adopt in order to live with the conditions of poverty and social- and self-degradation produced by the larger society.

Simmons, Gloria M., and Helene D. Hutchinson, eds., *Black Culture: Reading and Writing Black*, NY: Holt, Rinehart and Winston, Inc., 1972, TR-2, SRS.

This collection is an attempt to convey to readers, white as well as Black, the complexity, richness and variegated nature of Black American culture. It is the author's contention that to begin to give an adequate sense of Black American culture, nothing, no point of view, ideology, stereotype or "contribution" should be overlooked. The various readings, pulled from countless sources and types of material, are arranged in seven major categories, the titles of which give the gist of the book's content: "The Beauty of Black"; "Language of Soul"; "Psyche of the White"; "Violated Self"; "Rage"; "Ideology"; "Black Heritage." These headings suggest the breadth of the anthology's content and coverage. Because most of the readings are short as well as provocative, they are easily adaptable as springboards for class discussions.

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Toppin, Edgar A., *The Black American in United States History*, Boston, MA: Allyn and Bacon, Inc., 1973, CUR-S.

This historical perspective of Blacks in America is well written and illustrated and provides a sensitive approach. Published in 1973, the text shows more understanding and uses more value and attitude strategies than earlier material on the same subject. The information in the material is realistic and accurate, it promotes intercultural understanding and is generally of outstanding educational quality. Although there are many books which focus on Blacks in United States history, this is an excellent student text to use in developing curriculum.

Tyack, David, *Nobody Knows: Black Americans in the Twentieth Century*, NY: Macmillan Publishing Company, Inc., 1969, SRS.

This is an excellent brief overview of the Black experience in the United States in the twentieth century. It begins with a description of the Springfield, Illinois race riot (1908) and the racial problems that that event symbolized in America. Three chapters of the book are devoted to the period from 1900 to 1940 and include discussions of Blacks in the South, their migration to northern urban centers, and the political and social events that characterized this period. Chapter Five discusses the demand for equal rights in the period from 1941 to 1964 and the last chapter speaks about the deferred dream of equal justice and a racially harmonious society. A brief and highly recommended student text for this aspect of ethnic studies.

Selected Autobiographies and Biographies

Brown, Claude, *Manchild in the Promised Land*, New York: Macmillan, 1965.

Giovanni, Nikki, *Gemini: An Extended Autobiographical Statement on My First Twenty-Five Years of Being a Black Poet*, New York: Penguin, 1976.

Gregory, Dick, *Nigger*, New York: McGraw-Hill, 1970

Guffy, Ossie, *Ossie: Autobiography of a Black Woman*, New York: Norton, 1971.

Haley, Alex, *Roots*, New York: Doubleday, 1976.

Hurston, Zora, *Dust Tracks on a Road*, New York: Lippincott, 1971.

Malcolm X, *Autobiography of Malcolm X*, New York: Ballantine, 1976.

Moody, Anne, *Coming of Age in Mississippi*, Lynchburg, Va.: Dell, 1970.

Chinese and Other Asian Americans

Bulosan, Carlos, *America is in the Heart*, Seattle, WA: University of Washington Press, 1943, 1973, SRS, TR-2.

This is a well-written autobiographical account of a Filipino American. The first third of the book describes the life of a peasant village in the Philippines while the remaining two thirds describes the feelings of a Filipino American in American society. Much of that experience has to do with the feeling of alienation, of feeling and being treated as foreign. The ideals that attracted this immigrant to American shores were contrary to what the author found to be the actual case. The book is highly emotional in discussing the impact of American racism on his life.

Burrows, Edwin B. *Hawaiian Americans: The Mingling of Japanese, Chinese, Polynesian and American Cultures*, Los Angeles, CA: Aisarema, Inc., 1970, TR-2, SRS.

This book shows why the large majority of Japanese Americans in Hawaii (made up of the second generation, called Nisei) remained loyal to the United States following the American declaration of war against Japan during World War II. Another area of exploration is the "Americanization" of so many people of Japanese parentage in one generation. Burrows approaches these problems from an anthropological point of view, dealing with the concept of culture, and presents a picture of the growth of the Anglo culture and the effects of this dominant culture on the majority of the Hawaiian peoples.

Chu, Daniel and Samuel Chu, *Passage to the Golden Gate: A History of the Chinese in America to 1910*, NY: Doubleday and Company, 1967, SRS.

Passage to the Golden Gate is a lively, illustrated text for students that provides a narrative overview of the Chinese who came to the United States in the nineteenth century. First contact between the Americans and Chinese was through the trading arrangements of the New England clipper ships which brought news of the discovery of gold in California to the Chinese in 1849. Many Chinese came to strike it rich in the gold rush and later as laborers on the Central Pacific railroad. A brief de-

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scription and analysis of the Canton region (Kwangtung province) is presented because that was the chief source of emigration from China. That background is helpful. The settlement of Chinese in San Francisco and other places, a look at economic activities and an all-too-brief look at Chinese Americans today concludes the book. This book is introductory and not a comprehensive study of the subject.

Ciardello, Angelo V., *Pluralism in America: Ten Ethnic Profiles*, NY: Oxford Book Company, 1975, SRS, TR-1.

Pluralism in America develops teaching units on each of ten American ethnic groups: Chinese, Native, Italian, Black, Jewish, Irish, Mexican, Polish, Puerto Rican, and Japanese American. The groups are by and-large treated in a traditional, often historical manner. However, the discussion questions provided are usually good and the substantive material is fairly good though it tends toward the hero-oriented. One distinguishing mark of the book is the case studies it presents. There are four in all, each of which deals with a visible minority: Native, Black, Mexican, and Puerto Rican American. The Teacher's Guide offers a number of suggestions for use of the material, and each unit contains suggestions for further reading.

Fellows, Donald K., *A Mosaic of America's Ethnic Minorities*, NY: John Wiley and Sons, Inc., 1972, SRS, TR-2.

This book gives the reader broad perspectives on ethnic heritage, acculturation, assimilation, the impact of ethnic groups on American society and life, and speculates in each chapter on future trends for specific groups. It provides historical, statistical, and geographical information on Blacks, Mexican, Chinese, Japanese, and Puerto Rican Americans. Quite readable and containing many excellent review and discussion questions, this book could serve as an excellent text for high school students. The material is highly interdisciplinary using historical, geographical, sociological and religious concepts and theories that are applicable to all ethnic groups. The many pictures, charts and graphs, and maps enhance the effectiveness of the volume.

Finkelstein, Milton, et al., *Minorities, U. S. A.*, NY: Globe Book Co., Inc., 1971, CUR-S.

Minorites, U. S. A. examines the Native, Black, Mexican, Chinese, Japanese, Jewish, and Puerto Rican Americans as well as two other minorities, Catholic Americans and the poor Americans. Each unit, dealing with a specific group or pair of groups, is developed independently of the others. Each is realistic and accurate and promotes an understanding of the specific issues affecting each individual group. There is, however, very little intercultural understanding promoted in these materials; minority problems are not seen to be shared concerns among groups, common to each. There are many teaching suggestions included in the Teacher's Guide, as well as many discussion and review questions. Suggestions are also included for other resources, especially audio-visual materials to supplement the readings.

Hsu, Francis L. K., *The Challenge of the American Dream, (Minorities in American Life Series)*, Belmont, CA: Wadsworth Publishing Company, 1971, TR-2, SRS.

The author states that he has not written a history of the Chinese in America but rather has attempted to view the condition of the Chinese in the United States in terms of contact and conflict between two vastly different cultures, ways of life, how each group conducts itself under those circumstances, and how that clash affects the behavior of individual persons. The book is topically structured which may be conducive to concept teaching. Furthermore, several of the concepts and topics with which Hsu deals are central to comparative ethnic studies: the family; social organization and communal ties; adolescence; the reasons for and impact of prejudice and exclusion, among others. The chapter notes are good sources of further reading about the Chinese in America.

Kung, S. W., *Chinese in American Life*, Seattle, WA: University of Washington Press, 1962, TR-2, SRS.

Chinese in American Life is a book well-suited for a course in comparative ethnic studies or in a course in which the emphasis is on this particular ethnic group. Because materials are not abundant on this particular group, this is an important resource. Kung deals with a number of important issues in the history of the Chinese in America. The author discusses such topics as Chinese life in China, the demographic and other characteristics of the Chinese population in America, immigration policies of the United States as they relate to the Chinese, problems of the second generation, their occupational adjustment to America and Chinese community organization among many other topics.

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Lasker, Bruno, *Filipino Immigration* (from *The American Immigration Collection*), NY: Arno Press, Inc., Div. of the New York Times, 1969, TR-2.

This is an Arno Press reprint of a book published in 1931. It tells the story of Filipino immigration to Hawaii and the continental United States. Replete with information, the book emphasizes the status of the controversy over impending legislation at that time for the exclusion of Filipino immigrants from the United States. In this, the teacher is offered an interesting case study to explore American attitudes toward ethnic groups, of racism, prejudice and nativism.

Lind, Andrew W., *Hawaii's People*, Los Angeles, CA: Aisarema, Inc., 1955, TR-2, SRS.

There is much information packed into this short and concise volume. In an introductory chapter, the author delineates some of the most important geographical circumstances and historical forces that have shaped the development of the Islands. The author goes on to assess contemporary demographic patterns: which ethnic groups live on the Islands, where they live, how they live, and what can be expected in the future.

Lyman, Stanford M., *Chinese Americans*, NY: Random House, 1974, TR-2, SRS.

Lyman provides a picture of nineteenth century Chinese immigration and the development of the Chinese American community in the twentieth century. Two sections are devoted to the anti-Chinese movement in the United States and the evolution after 1910 of more subtle forms of racism in American institutions. As parts of the history of the Chinese in America, the author includes sections dealing with the emergence of a Chinese middle class, growing social problems in the Chinese community, and the growth of new political and social problems in contemporary Chinatowns across the country. Along with the other books in this series, Lyman's volume is a well-done synthesis and is a good intorduction to this American ethnic group.

Melendy, H. Brett, *The Oriental Americans*, NY: Hippocrane Books, Inc., 1972, TR-2, SRS.

The Oriental Americans provides an overview of the immigration of the Chinese and Japanese to the United States and relates the story of the hostility and discrimination they encountered here and the impact of that on their adjustment to the United States. Most interesting and valuable is Melendy's discussion of the accommodation to American life of five generations of Chinese and three generations of Japanese. The book is divided into three parts, one each for the Chinese and Japanese and one that discusses Asians' contributions to America's pluralistic society. The section on the Chinese is particularly noteworthy for delving into the conflict in recent times between Chinese youths and Chinatown's (San Francisco) Six Companies over leadership in that community. The impact of the new immigration of Chinese into America's Chinese communities as a result of the Immigration Act of 1965 is also discussed. The book cites extensive literature for further reading and study.

Miller, Stuart C., *The Unwelcome Immigrant: The American Image of the Chinese, 1785-1882*, Berkeley, CA: University of California Press, 1969, TR-2, SRS.

Miller relates the history of anti-Chinese sentiment in the United States. Such extremely negative attitudes, he argues, preceded Chinese settlement in the United States by at least one generation, and after the Chinese did arrive, anti-Chinese prejudice grew very rapidly. Miller also says that the Californians, who were the prime movers for the passage of the Chinese Exclusion Act of 1882 certainly had no monopoly on prejudice against the Chinese. As a case study of the prejudice, the reasons for it and how these negative attitudes evolved, this is an outstanding resource.

Oakes, Vanya, *Willy Wong: American*, NY: Pocket Books, Div. of Simon and Schuster, Inc., 1951, SRE.

This is a story about a fifth-grade Chinese boy who lives with his family in San Francisco. The conflict he perceives between the white and Chinese cultures is heightened by his grandfather who discourages his "Americanism," but who tells exciting tales about his life working for the railroads in the 1890s. Willy attends a Chinese school after regular public school hours but resents it because he does not have time to play football and other sports with his friends. How Willy works out a balance between his two lives makes an interesting and informative tale for children who have not been exposed to Chinese culture and heritage.

Ritter, Ed, et. al., *Americans All: Our Oriental Americans*' NY: Webster, Div. of McGraw-Hill Book Company, 1965, SRS.

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Although outdated in some respects, this book gives a brief overview of the history of the Chinese, Japanese and Filipinos in the United States from the time of their first arrival to the recent past. The presentation is straightforward and should be easy for students to comprehend. There is a short bibliography and a pronunciation guide to the names used in the text. This should be used with other resources, particularly those from multicultural points of view.

Stanley, Sue and Nathaniel N. Wagner, eds., *Asian-Americans: Psychological Perspectives*, Cupertineo, CA: Science and Behavior Books, Inc., 1973, TR-2, SRS Advanced.

This collection contains a wide variety of perspectives on Asian Americans as ethnic groups. Section one is built around the theme of discrimination and the history of Asian racial stereotypes. Section two deals with generational differences and sex roles. Essays on personality are included in section three and range from fairly technical pieces to personal reflections. The fourth section, "Mental Health," explores issues such as crime and delinquency, mental illness, and ethnicity. The last section, "Contemporary Issues," introduces such topics as "New Asian-American Woman," "Filipinos: A Minority within a Minority," and "Community Intervention: Implications for Action." Many contemporary and controversial themes are presented and it behooves the teacher to be well-grounded in both ethnicity and in psychology to use this material.

Sung, Betty Lee, *Mountain of Gold: The Story of the Chinese in America*, NY: Macmillan Publishing Company, Inc., 1967, TR-2, SRS.

Mountain of Gold was the result of research Sung undertook for a weekly program for *Voice of America*. To her chagrin, little of value on the Chinese in America had been done or could be found. What did exist dwelled on the sensational, sordid, mysterious, peculiar—all to the exclusion of the more important and more typical. Sung's history of Chinese migration and acculturation deals with a period from roughly 1840 to 1964. Although the book tends to focus on the achievements of Chinese Americans, it is worthwhile reading for background information.

Tung, William, *Chinese in America, 1820-1973*, (from *Ethnic Chronology Series*), Dobbs Ferry, NY: Oceana Publication, Inc., 1974, SRS.

This book is a chronological fact book about the Chinese in America. The first section traces the history of Chinese immigration policy. The second part deals with federal and state laws as they related to Chinese immigrants, including judicial decisions affecting their status in the United States. The third section is a very extensive bibliography on Chinese-American research. A list of Chinese-American organizations in large cities concludes the book. This book is a resource that should be properly used with other materials, particularly of a multicultural variety.

Viewpoints: Red and Yellow, Black and Brown, Minneapolis, MN: Winston Press, Inc., 1972.

Consisting of 39 selections, this collection focuses on the problem of racism in American society and on how those negative attitudes affect the behavior and lives of America's visible minorities. The volume includes many valuable essays from a number of important ethnic studies books which are excerpted here in shortened and more convenient form. Several of the essays are reproduced from scholarly journals which are often unavailable to the teacher. There are many excellent discussions of Blacks, Chicanos, Native American and Chinese and Japanese Americans. This book is a very valuable resource for the ethnic studies.

Eastern European Americans

Adamic, Louis, *Laughing in the Jungle*, NY: Harper and Row Publishers, 1932, TR-2, SRS.

Adamic writes informatively about Yugoslav Americans, a group about whom little is known and about whom even less is written. Adamic discusses his own origins, his attraction to America, his "greenhorn" stage and on through the story of his personal acculturation and the manner in which he came to terms with American culture and life. As with all immigrant memoirs, one should be careful not to generalize too much from Adamic's experience. Those that wrote such memoirs are usually not ordinary, anonymous immigrant folk and because of that extraordinary background often have an unrepresentative point of view.

Allswang, John B., *A House for all Peoples: Ethnic Politics in Chicago, 1890-1936*, Lexington, KY: University of Kentucky Press, 1971, TR-2, SRS.

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This is an interesting and important study of ethnic pluralism and the impact of that pluralism on national and local Chicago politics. It also deals with the obverse relationship: the effect of politics (the distribution of power and rewards) on Chicago's ethnic groups. A product of the past, Chicago's political machine still depends on the manipulation and reward of ethnic voter blocks in the city. The primary trend has been away from ethnic political fragmentation and toward coalitions of Chicago's diverse ethnic groups. This book can provide excellent background information for the study of such books as Mike Royko's *Boss* (an exposé of Daley's political machine) and William Kornblum's *Blue Collar Community*, a recent study of Chicago's ethnic neighborhoods.

Antin, Mary, *The Promised Land: The Autobiography of a Russian Immigrant*, Boston: Houghton Mifflin, 1969. TR-2, SRS.

This is an autobiography of a Russian Jewish immigrant and is one of the more often-quoted and used accounts of immigration and immigrant life in America. Written to prove that the American dream could and did work, Antin felt that she spoke for many thousand immigrants whose lives had been improved by the transatlantic move. While this was probably true in general, one must be careful when using such evidence as this to prove the general case for incoming immigrants, particularly from eastern Europe. For vast numbers, the migration experience and settlement in the United States was not like that pictured here. If planning to use this material as a primary source for students, the teacher should be warned that the reading is rather difficult.

Balch, Emily Green, *Our Slavic Fellow Citizens*, NY: Arno Press, Division of the New York Times Book Co., reprint, 1969. Originally published in 1910. TR-2, SRS.

Although Balch's book is somewhat dated, it is one of the few on the immigration of Slavic peoples to the United States. The author writes about the immigrants from the twin perspectives of the mother countries and the United States. Rather good discussion of reasons for migration, contrasting migration experiences of various Slavic groups, and a somewhat exaggerated discussion of the assimilation process in America appear in this book. The Arno Press reprint is outlined in the margins which facilitates topical reading.

Barton, Josef J., *Peasants and Strangers: Italians, Rumanians, and Slovaks in an American City, 1890-1950*, Cambridge, MA: Harvard University Press, 1975. TR-2, SRS.

This is one of the very good recent books to appear on immigration/ethnic history generally and in the area of eastern European immigration in particular. Barton undertakes an almost overwhelmingly difficult research task in writing this book which is a comparative ethnic community study based on the Slovaks, Rumanians, and Italians of Cleveland, Ohio. What makes the book outstanding is that he traces the origins of these groups back to the mother countries, (even to the very counties and villages from which they came) in order to assess the impact of migration on group social characteristics, and to analyze the process of chain migration. A large portion of the book is devoted to the development of ethnic communities in Cleveland and the effect of the differential patterns of migration on their formation. In all a superb book, highly recommended for this section, and for general immigration history.

Cather, Willa, *My Antonia*, Boston, MA: Houghton Mifflin, 1954. SRS.

This classic novel is the story of an immigrant Bohemian (Czechoslovakian) family who try to make a better life for themselves on the plains of Nebraska. In this locale (eastern Nebraska was heavily settled by such people as these) eastern European immigrants faced problems quite different from those who settled in the cities and worked in heavy industry or those who became coal miners in Pennsylvania. Though in a different environment, this is still a story of a struggle for survival. As with all products of this semi-autobiographical genre, affective learning may be more important than cognitive aspects.

Golab, Caroline, "The Immigrant and the City: Poles, Italians, and Jews in Philadelphia, 1870-1920," in Allan F. Davis and Mark Haller, eds., *The Peoples of Philadelphia, A History of Ethnic Groups and Lower-Class Life, 1790-1940*, Philadelphia, PA: Temple University Press, 1973. TR-2, SRS.

Though only of article length, this is such a superior piece of work that it belongs in this bibliography. There has been so little worthwhile work done on the Poles, particularly in the comparative

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perspective of other ethnic groups, that this article should be read by anyone wishing to do a section on east European ethnic groups. Based on her doctoral dissertation, Golab's article shows how the environment of a city, composed of physical space and economic opportunities, filters the persons who come to inhabit it. In this case, Philadelphia presented an environment that supplied more jobs for persons with relatively high industrial skill but fewer for the less skilled. Thus, the city's occupations were a positive factor for eastern European Jews who were highly skilled but a negative factor for Poles to a great extent and for Italians to some extent. Much of the history of the city's ethnic groups can be viewed from the framework of this pervasive fact.

Govorchin, Gerald G., *Americans from Yugoslavia*, Gainesville, FL: University of Florida Press, 1961, TR-2, SRS.

This volume is an attempt to be the first comprehensive treatment of the South Slavic migration to the United States. Govorchin looks at the immigration of the Yugoslavs in the broad context of the general experience of America-bound immigrant groups; thus, the book is not as narrowly focused as the title might suggest. The author is concerned with the South Slavs in the United States—their organizations, their work, and such social institutions as church, press, business, and labor unions. Finally, but not most important, the author looks at the more famous Yugoslavians and their contributions to the United States. This book is an important gap filler in the literature of ethnic studies.

Greene, Victor R., *The Slavic Community on Strike*, Notre Dame, IN: University of Notre Dame Press, 1968, TR-2, SRS.

Greene explores the opinion (held traditionally by historians of the American labor movement) that Slavic immigrant groups of the late nineteenth century were quite disorganized and were often willing to accept less than human conditions in American industry because of the background of economic deprivation in their homelands. Further, it has been held that Slavic groups increased the fragmentation already characteristic of American labor unions, thus lowering working conditions and standards, and pay rates for workers as a whole in the United States. Looking closely at the anthracite coal industry and the east Europeans' role as laborers within that industry, Greene found these groups to be highly organized and by 1903 had helped the United Mine workers achieve victory over the coal barons. The book is replete with vivid descriptions of the living conditions of the eastern European immigrants in the coal fields of Pennsylvania, what their values were, and how they came to terms with industrial America.

Karklis, Maruta, et al., *The Latvians in America, 1640-1973*, (part of *Ethnic Chronology Series*), Dobbs Ferry, NY: Oceana Publications, Inc., 1974, SRS, TR-2.

Organized in three parts, as are most of the other volumes in this series, *The Latvians in America* includes an annotated chronology of the notable events in Latvian-American history, a very short section for documents that pertain to that history and a short bilbliography. The bulk of the book is devoted to the annotated chronology. Though many of the entries seem trite, used with imagination, the teacher could probably derive interest and significance from them. In the next section, only 15 total documents are provided and most of these are for the World War II period. Finally, the bibliography is 12 pages long, but few of the citations are directly relevant to American ethnic studies.

Konnyu, Leslie, *Hungarians in the U.S.A.: An Immigration Study*, St. Louis, MO: American Hungarian Review, 1967, TR-2, SRS.

Konnyu provides a brief overview of Hungarian immigration to the United States. He also devotes a section to the contributions of Hungarians to American life and culture. Several concepts can be explored by using this resource, but even though the book covers a subject little explored, it is all too brief.

Kornblum, William, *Blue Collar Community*, Chicago: University of Chicago Press, 1974, TR-2, SRSA.

Blue Collar Community is a microcosmic study of the steelworkers of South Chicago. After three years in the community, Kornblum wrote this very concise overview of this heavy industry-dominated community. South Chicago is a multiethnic community that has incorporated persons of numberless groups. Historically employers have pitted each of these groups against the others, the result of which was an ethnic impediment to trade unionism in Chicago and by implication in the United States generally. Kornblum argues that though this does not remain the case, there are still deep cultural differences and antagonisms opera-

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tive in the area, though ethnic attachments have continually changed form. The study is concerned with such ever-changing ethnicity in relation to the work-place, differing institutional arrangements and the implications of this for politics.

Lopata, Helena Z., *Polish Americans: Status Competition in an Ethnic Community*, Englewood Cliffs, NJ: Prentice-Hall, 1976, TR-2, SRS.

Another example of Prentice-Hall's *Ethnic Groups in American Life Series*, this volume in a very short space provides a thorough treatment of the historical experience of Polish-Americans. Lopata deals with the traditional, yet most important topics and concepts of ethnic studies: occupations and change; education and change; geographical concentration and dispersion; social life styles; Polish social and political institutions; and relations with the host society and other ethnic groups as well. She also tries to assess what the future holds for Polonia. This is one of the most important sources on the Polish experience in America.

Novak, Michael, *The Rise of the Unmeltable Ethnics*, NY: Macmillan, 1971, TR-2,3, SRS.

This is an important book. It is a concise and provocative statement of why the concern with ethnicity emerged as it did in the 1970s. More than that, it provides an important rationale for the concern with ethnicity, why it should be studied and understood, and where the so-called unmeltable ethnics fit within the framework of the "non-ethnic" power structure of Anglo-American culture. The book also offers a glimpse at public issues from the point of view of these heretofore ignored ethnics and provides some important facts about the lives and life-styles of white ethnic Americans. Some of the chapter titles indicate the flavor of the book: "Colombo (Joseph) Discovers America," "Ethnic culture vs. Professional Culture," "Neither WASP nor Jew nor Black," "Not a Melting Pot—a Jungle," "Dangers in the Neighborhood," among others.

Pierce, Richard L., *The Polish in America*, Chicago: Claretian Publications, 1974, SRS.

This is a very brief overview of the history of Poland from the first partition in 1772 to the late nineteenth century and discusses the reasons for the emigration from Poland, who those immigrants were and what they became when they got here and accommodated themselves to the American environment. When the mass of Polish immigrants came to the United States they could not be choosy about the sorts of jobs they took nor were they trained for much more than unskilled labor. They took jobs in the factories of our largest cities and as miners in the coal fields of Pennsylvania. The author devotes some space to a discussion of the new "ethnicity" and believes that it is merely nostalgic and will not last. On the other hand he feels that the culture of Polonia in America is at a crossroads. Though perhaps too concerned with heroes, this short booklet can be a useful resource for ethnic studies.

Renkiewicz, Frank, *Poles in America 1608-1972*, (from the *Ethnic Chronology Series*), Dobbs Ferry, NY: Oceana Publications, Inc., 1973, SRS, TR-2.

Similar to the other books in the *Ethnic Chronology Series*, *Poles in America* is divided into three parts, each dealing with a different aspect of the history of Poles in the United States. The first part consists of a chronological listing which cites the most salient information about Poles in this country. Special emphasis is on social organizations and famous persons. The second part of the book consists of a number of short readings about Polish Americans and though they vary greatly in quality, some are excellent pieces about Polish life in this country. The third part is a series of brief appendices which provide information about population and other statistical information. A brief bibliography is provided.

Sinclair, Upton, *The Jungle*, NY: New American Library, 1964, SRS Advanced.

This book was a contemporary exposé of the meat packing industry in the early twentieth century and the conditions of the immigrants who worked in these places. A muck-raking novel that first appeared in 1906, it is credited with having a great impact on President Theodore Roosevelt and the United States Congress in the passage of the Pure Food and Drug Act and the Meat Inspection Acts that year. The novel itself focuses on the life of a Lithuanian family that came to live in Chicago and work in the famous stockyards there. It uses the everyday events in this family's life to illustrate big business's exploitation of workers and the American public at the time. It is well-written and insightful, but may be too sophisticated for any but upper high school students.

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Saloutos, Theodore, *The Greeks in the United States*, Cambridge, MA: Harvard University Press, 1964, TR-2, SRSA.

Written by a noted American historian, this volume is a comprehensive history of the Greek-American community in the United States from the 1890s through the late 1950s. Many interesting and important topics are discussed, not the least of which is the formation of Greek communities in the United States with the transplantation of Greek social and cultural institutions to the American environment. The author also analyzes such things as the Greeks in business, the erosion of Greekness among these immigrants and the course of development of the second generation. Saloutos emphasizes the idea that the Greeks, and by implication other ethnic groups as well, never lost their interest in their mother country while at the same time planting firm social and economic roots in the soil of the United States.

Saloutos, Theodore and Clifford Lord, *The Greeks in America*, (from *Teaching History with Community Resources: Localized History Series*), NY: Teachers College Press, 1967, TR-1,2.

This is one of the excellent series of publications produced by Teachers College for using local community resources to teach about ethnic groups at the local level. This is designed for use at the secondary level. *The Greeks in America* emphasizes the pluralistic aspects of Greek-American life and stresses the interrelationships between the experiences of this group with those of other ethnic groups. This volume also includes a brief overview of the Greek immigration, community formation in the United States and recent developments.

Wytrwal, Joseph, *America's Polish Heritage: A Social History of the Poles in America*, Detroit, MI: Endurance Press, 1961, TR-2, SRS.

This volume serves as a nearly up-to-date study of the process of assimilation and acculturation of the Poles in the United States. Included are extensive discussions of such community institutions as the Polish Roman Catholic Union and the Polish National Alliance. Wytrwal spans the years from 1608 to 1960 and blends material from Polish history with information about the process of immigration. The result is a fairly well-rounded portrait of Polish immigration and acculturation. The author's more recent, *Poles in American History and Tradition* (Detroit: Endurance Press, 1969), a collection of letters and documents pertaining to the social history of Poles in America, would also prove useful.

Italian Americans

Albini, Joseph, *The American Mafia: Genesis of a Legend*, NY: Irvington Publisher, 1971, TR-2, SRS.

The intent of this book is to discredit the idea that the American Mafia was and is a peculiarly Italian American phenomenon, either in terms of its origin or in terms of its past and present membership. It documents the fact that syndicated crime exists in America only because there is a demand for the services it provides. It persuasively argues the point that those who have participated in syndicated crime have been members of many American groups and they have done so as a response to and result of American social processes. Crime has served individuals of many groups as an avenue of upward mobility in America. While not condoning crime as a way of life, Albini surely makes its existence more understandable.

Amfitheatrof, Erik, *Children of Columbus: An Informal History of the Italians in the New World*, Boston: Little, Brown and Company, 1973, SRS, TR-2.

This is a sprightly written and interesting history of the Italian-Americans from the times of the earliest explorers to Joseph Columbo and the "Italian Power Movement" of the early 1970s. It seeks to present a more complete picture of Italian Americans than has been written in the past. One of the book's strengths is that it shows that not all Italian-Americans are fishmongers, flag-waving blue-collar workers (hardhats) or Mafiosi. Rather, they exhibit a very wide range of life-styles, and represent many economic classes along with the cultural baggage characteristic of these classes. Italian Americans should be viewed from this pluralistic perspective for more complete understanding.

Barton, Josef J., *Peasants and Strangers: Italians, Rumanians, and Slovaks in an American City, 1890-1950*, Cambridge, MA: Harvard University Press, 1975, TR-2, SRS Advanced.

In one of the very good recent books on immigration/ethnic history, Barton undertakes an almost overwhelming research task in this study. This is a comparative ethnic community study based on the Italians, Rumanians, and Slovaks of

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Cleveland, Ohio, but the results have much wider applicability. Barton traces individuals of each of these ethnic groups back to their mother countries, (even to counties and village level) in trying to assess the impact of the migration process on group social characteristics. He finds that there was a chain migration, important because Cleveland drew its eastern and southern European population from select areas of the old countries. This selection was based on the settlement patterns of these groups before large-scale immigration ensued. Much of the book is devoted to the story of the development of the three ethnic communities in Cleveland and assesses the differential effects of the migration process on those developments.

Child, Irvin L., *Italian or American? The Second Generation in Conflict*, NY: Russell and Russell Publishers, Div. of Atheneum, 1970 reprint, TR-2, SRS.

Child's book was first published in 1943 as a sequel to Phyllis H. Williams' *South Italian Folkways*. The author took a psychological approach to the study of the American Italians as they were in the process of acculturating to the dominant system of the United States. Child attempted to discern the psychological needs of a group within a group and he gained great insight into the tenacity of Italian heritage. That heritage largely dictated the nature of the Italian response to American surroundings. The book provides valuable insights into the effect of the less-than-hospitable attitudes of the majority culture on an out-group, and the conflict in individual Italian Americans who felt the pull of two ways of life.

Cordasco, Francesco, and Eugene Bucchioni, eds., *The Italians: Social Background of an American Group*, Clifton, NJ: August M. Kelley Publishers, 1974, TR-2, SRS.

This collection of essays, written by contemporary "eye-witnesses" deals with the major aspects of the Italian immigration to the United States and the resulting problems these immigrants faced in this country. Divided into five parts, this informative book explores the reasons for emigration, the rising Italian communities in America, and the adjustment of the Italians to American life and culture. Other topics include the educational opportunities afforded Italians and their social values in relation to education, their social needs in the United States and problems of health and health care. This is an informative book that deals with a number of important social institutions and social problems.

Covello, Leonard, *The Social Background of the Italo-American School Child*, Totowa, NJ: Rowman and Littlefield, Inc., Div. of Littlefield, Adams and Company, 1967, TR-2,3.

This book, the result of Covello's doctoral research, is based on the theory that the community is the only level of organization which can deal properly with the problems of urban education. Covello has been given credit for the idea of the community-controlled schools. In this book he examines the acculturation of the children of Italian immigrants, their culture of poverty, lower class life-styles, family structure in the urban slum, and the identity of slum dwellers who succeeded the Italians there. He describes what the schools did and more importantly did not do for these children and assesses the repercussions of these efforts and omissions.

Covello, Leonard, and Guido D'Agostino, *The Heart is the Teacher*, NY: McGraw-Hill Book Company, 1958, TR-2,3.

This is a contemporary autobiography of an Italian American. It traces his life experiences from the time of his immigration from Italy to New York City, his early work and education, World War II and his 45 years of teaching and administering public schools in Harlem. The book is not simply autobiographical although Covello's insights into and stories about the acculturation process are quite good. This is first and foremost a document of social history, of ethnic people's problems in urban environments, and of the constant ebb and flow endured by immigrant groups in the American city.

DeConde, Alexander, *Half Bitter, Half Sweet: An Excursion Into Italian-American History*, NY: Charles Scribner's Sons, 1971, TR-2, SRS.

This exhaustive history covers several dimensions of the relations between Italians and Americans, of Italy and the United States, and the experience of Italian Americans in the United States. Beginning with initial contacts, DeConde cites the familiar heroes of the early period, but stresses, rightly, that the Italian influence in America was nil until the period of mass immigration. At least half the story centers on the diplomatic relations between the two countries and the impact of historic

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events on those relations. But much valuable information about Italian Americans as an ethnic group emerges from his pages.

Ets, Marie Hall, *Rosa: The Life of an Italian Immigrant*, Minneapolis, MN: University of Minnesota Press, 1970, TR-2, SRS.

This is a very insightful, autobiographical account of the immigration and acculturation of an Italian (from the Lombard region of Italy) peasant girl. Not typical of immigrant autobiographies, which tend to be success stories and are thus in large measure atypical, this book offers a personal description of the traveling experience of this peasant girl who came to the United States (Union, Missouri) to join her husband Santino, a miner who had preceded her there. Interesting are her recollections about her ignorance of the world, her transition into American culture (she moves to Chicago after a time) and the impact of the urban industrial experience on this one Italian girl. This is a very interesting way to involve students in the problems of immigration, acculturation, and ethnicity.

Gallo, Patrick J., *Ethnic Alienation: The Italian Americans*, Rutherford, NJ: Fairleigh Dickinson University Press, 1974, TR-2.

An interesting, though somewhat specialized political analysis, *Ethnic Alienation* tries to assess to what extent the American political system tends to neutralize or sharpen an ethnic group's sense of isolation or alienation from the dominant mores and institutions of society. To assess the role ethnicity plays in the political behavior of ethnic groups, Gallo uses interviews with first, second, and third generation Italian-Americans and interviews with white Anglo-Saxon Protestants as a control group.

Gambino, Richard, *Blood of My Blood: The Dilemma of the Italian-Americans*, Garden City, NY: Doubleday Anchor, 1975, TR-2, SRS.

Gambino writes an interpretation of a people; a sensitive, insider's account of what it is like to grow up as a second-generation Italian American. Throughout the book he connects his personal experience to the general record of a people. Gambino deals with such important social institutions and customs as the Italian family, work, social values, the ideas of manliness and womanliness, sex, religion, education, childhood, politics and the problem of the Mafia image among many others. These are important topics for the study of an ethnic group in the United States.

Gans, Herbert J., *The Urban Villagers: Group and Class in the Life of Italian-Americans*, NY: Free Press, Div. of Macmillan, 1962, TR-2, SRS.

This is a sociological community study taking as its study group the Italians who lived in the West End of Boston. The life of these people, according to Gans, constituted a distinct way of life, a working class subculture that had little in common with the mainstream middle class American culture and way of life. Public policy makers and caretakers had been wrong to assume that the Italian neighborhood on the West End was a slum and disorganized. It was rather that their values and ways of life were different from the planners' own and they thus did not understand. Gans presents here an interesting study of family structure, work, education, peer society, and community organization and the impact of the outside world on these phenomena.

Glazer, Nathan, and Daniel P. Moynihan, *Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City*, Cambridge, MA: M.I.T. Press, 1970, Second edition, TR-2, SRS.

A classic study of American ethnicity, this book is a must for every ethnic studies reading list whether one agrees with the conclusions of the authors or not. In provocative prose, Glazer and Moynihan explore the persistence of ethnicity in the nation's largest city and the reasons for the emergence of the "new ethnicity." The chapter concerned with the Italians treats five topics: "The Community," "Family Influences," "Religion," "Occupations," and "Politics." All five deal with important ethnic studies concepts and these along with a particularly noteworthy, 90 page introduction to the second edition constitute a valuable teacher resource.

Green, Rose Basile, *The Italian-American Novel*, Teneck, NJ: Fairleigh Dickinson University Press, 1974.

A guide to Italian American fiction, TR-2.

Iorizzo, Luciano J., and Salvatore Mondello, *The Italian Americans*, NY: Twayne Publishers, Inc., 1971, TR-2, SRS.

This book is not one of the traditional resources on the history of immigration in that it surveys the

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many kinds of Italians who live and work in diverse circumstances in the United States. The authors seek to delve into Italian-American history as an integral part of American history, that is, to put the Italian Americans in the perspective of the important issues of American history in general. Some of the issues discussed are nativism, immigrant stereotypes, urbanization and industrialization. Depending on time and locale, all of these played important roles in the American experiences of the diverse immigrant groups who came to American shores.

LoGatto, Anthony, ed., *Italians in America 1492-1972* (from *Ethnic Chronolgy Series*), Dobbs, Ferry, NY: Oceana Publications, Inc., 1973, TR-2, SRS.

Another of the *Ethnic Chronology Series*, this book deals with American Italians from 1492-1972. Organized into four parts, it includes an annotated chronology of events that concentrates far too heavily on Italian heroes; selected documents, several of which are from laws, treaties and judicial decisions though the majority are letters from one prominent person to another; appendices on great Italian Americans in politics, in sports, etc.; and a bibliography that is adequate but not overpowering. While it is a useful reference, it does present a rather stilted perspective of Italian Americans and should not be used as the sole introduction to or source for the topic.

Moquin, Wayne, ed., *A Documentary History of the Italian Americans*, NY: Praeger Publishers, Inc., Subs. of Encyclopedia Britannica, Inc., 1974, TR-2, SRS.

This book should become a standard reference for students of Italian immigration history and the place of the Italian American in more contemporary ethnic studies if it has not become so already. The entire span of the Italian presence in America is covered in considerable detail with a great variety of readings about Italians in many different locales and situations. The largest sections are concerned with Italian mass migration and its effects (particularly nativism and the push for immigrant exclusion), patterns of settlement and occupations of Italians in the United States, and the emergence of the Italian American in recent times. The introductions to the sections of the book and the headnotes to specific documents are succinct and particularly well-done. The editor does not shy away from sensitive issues such as organized crime or racism. The excerpts from books, short stories, newspapers, etc. are often provocative and may be used as springboards for conceptual discussions or other kinds of activities.

Nelli, Humbert S., *The Italians in Chicago, 1880-1930*, NY: Oxford University Press, 1970, TR-2, SRS.

Using the Italians in the city of Chicago as a case study, the author deals with the process of acculturation in two ways. First, he describes the Italian immigrants as they join other immigrant groups in the center of the city and their problems of initial settlement, acceptance and adjustment. He then traces their migration outward from central Chicago into other parts of the city. Mobility (both geographical and economic) and the process of acculturation are constant themes. In this regard one of the most interesting and important aspects of Nelli's book is his treatment of Italian involvement in crime in Chicago as one alternative among several (though most have been closed to ethnic groups until they become respectable in American terms) alternatives to upward social mobility. The volume is helpful in terms of most of the major concepts associated with ethnic studies.

Rolle, Andrew F., *The American Italians: Their History and Culture*, (from *Minorities in American Life Series*), Belmont, CA: Wadsworth Publishing Company, Inc., 1972, SRS, TR-2.

This book takes a historical approach to the entire Italian-American experience, from Columbus to contemporary times. Roughly half the book deals with the period before mass immigration, and the other half deals with mass migration, the problems of adjustment and the problems of Italian-Americans in recent times. While the book is useful as an overview of the subject, its primary drawback is that it treats heroes and celebrities to excess and does not describe the more prosaic lives of the anonymous Italian-Americans.

Rolle, Andrew F., *The Immigrant Upraised: Italian Adventurers and Colonists in an Expanding America*, Norman, OK: University of Oklahoma Press, 1968, TR-2, SRS.

This is a book devoted to the Italian immigrants who ventured beyond the eastern seaboard of the United States. In so doing, Rolle attempts to offer a counterpoise to the notion that all immigrants ex-

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perienced an uprootedness and alienation. He describes some acculturation experiences of the Italian immigrants who did not suffer the horrors of the large city, who were much more at home in the rustic setting of the American west than were city dwellers in their surroundings. The former were rather quickly assimilated and could compete equally with the native-born American whites in the rise to success, wealth, and power. Little attempt is made to compare the two groups (urban Italian Americans and Italian Americans of the west) and thus, this book will not suffice as the single source in teaching the Italian American experience.

Tomasi, Silvano M. and Madeline H. Engel, eds., *The Italian Experience in the United States*, Staten Island, NY: Center for Migration Studies, 1970, TR-2, SRS.

If the teacher were to use only one resource for studying Italian Americans, this book would be a good choice for it is one of the most complete conceptually, if not in terms of comprehensive information. The book consists of four parts, the whole of which presents a well-rounded picture of the process of migration on an international scale. Part I presents a statistical view of Italian immigration to the United States, though its concentration is on the period after World War II. Part II considers the interaction of Italians in their American environments and their distribution while Part III describes ways in which the Italians related to American culture by analyzing selected social institutions like labor unions, public schools, politics and the churches. Part IV discusses the problems of return migration, one of the least generally known aspects of the immigration experience. Each section is followed by a selective bibliography.

Japanese Americans

Conroy, Hilary and T. Scott Miyakawa, *East Across the Pacific: Historical and Sociological Studies of Japanese Immigration and Assimilation*, Santa Barbara, CA: American Bibliographical Center, Clio Press, 1972, TR-2, SRS Advanced.

This volume presents a number of recent essays on the migration of persons of Japanese ancestry to Hawaii, other Pacific islands and the North American continent and their assimilation experiences. The purpose of the book is to encourage students of European descent to look at the acculturation process and to view the Japanese experience as exemplary of that process. Historically the Japanese have been assumed to be more alien and less assimilable but on the whole, they acculturated more rapidly than a number of European groups. The book presents a thorough discussion of the important ethnic studies concept and presents important information on the Japanese group.

Cross, Jennifer, *Justice Denied: A History of the Japanese in the United States* (from *Firebird Library*), NY: Scholastic Book Services, 1972, CUR-E.

This book is part of Scholastic's *Firebird Library*. The *Firebird* books are unusual and effective ethnic studies curriculum materials. Consisting of 16 separate paperback books, the series focuses on little taught aspects of American history, culture and minority groups. The content of each book is accurate and written in a compelling style; excellent illustrations further enhance the stories. Teachers' Guides provide innovative strategy and activity ideas. Though the books are designed for elementary students they would be enjoyed by junior high school students as well.

Daniels, Roger, *Concentration Camps U.S.A.: Japanese-Americans and World War II*, NY: Holt, Rinehart and Winston, Inc., 1972, TR-2, SRS.

This is one of a number of books on the internment of Japanese Americans in the continental United States after the attack on Pearl Harbor. Daniels views the internment as an outgrowth of the 300 year sentiment that America was exclusively a white man's country. In this very short book, the author offers reasons for the imprisonment of Japanese Americans, the manner in which it was carried out and the blatant disregard for traditonal civil liberties by the United States government.

Daniels, Roger, *The Politics of Prejudice: The Anti-Japanese Movement in California and the Struggle for Japanese Exclusion*, NY: Atheneum Publishers, 1973, TR-2, SRS.

Daniels' study concerns the politics involved in the anti-Japanese sentiment in California from the first generation of Japanese immigrants (the Issei) to their exclusion by legislative fiat in 1924, largely because of the efforts of the "progressive" Hiram Johnson, Senator from California. This book is an important contribution to our understanding of the phenomenon of race prejudice in the United States and goes well with Daniel's volume on American

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concentration camps in detailing one aspect of the Japanese experience in the United States.

Daniels, Roger and Harry H. L. Kitano, *American Racism, Exploration of the Nature of Prejudice*, Englewood Cliffs, NJ: Prentice-Hall, Inc., 1970, TR-2, SRS.

A collaboration by two noted scholars in the field of ethnic and racial studies, this item explores the historical patterns of racism in California. California was selected for study, at least in part, because most ethnic and racial groups appeared there, a fact which led to an interesting layering effect in the society and some interesting inter-group relationships. It presents a history of racism in that state from 1769-1942, the most thorough part of which is the part dealing with Asian-Americans. It is however not solely a history of racism in that it presents some very useful concepts with which to come to grips with racism and prejudice.

Dowdell, Dorothy, and Joseph Dowdell, *The Japanese Helped Build America* (from *They Helped Build America Series*), NY: Julian Messner, Div. of Simon and Schuster, Inc., 1970, CUR-E.

Interspersed with photographs and illustrations, this book tells the story of the Japanese immigration to the United States. It covers the period from 1870 to the present. It describes the reasons Japanese persons immigrated and their contributions in America to the arts, architecture, and agriculture. Other sections of the book present factual accounts of Japanese-American customs and festivals, the prejudices they faced in the United States and their forced evacuation into concentration camps during World War II.

Fellows, Donald K., *A Mosaic of America's Ethnic Minorities*, NY: John Wiley and Sons, Inc., 1972, SRS, TR-2.

This book gives the reader broad perspectives on ethnic heritage, acculturation, assimilation, the impact of ethnic groups on American society and life, and speculates in each chapter on future trends for specific groups. It provides historical, statistical, and geographical information on Blacks, Mexican, Chinese, Japanese, and Puerto Rican Americans. Quite readable and containing many excellent review and discussion questions, this book could serve as an excellent text for high school students. The material is highly interdisciplinary using historical, geographical, sociological and religious concepts and theories that are applicable to all ethnic groups. The many pictures, charts and graphs, and maps enhance the effectiveness of the volume.

Finkelstein, Milton, et al. *Minorities, U.S.A.*, NY: Globe Book Co., Inc., 1971, CUR-S.

Minorities, U.S.A. examines the Native, Black, Mexican, Chinese, Japanese, Jewish and Puerto Rican Americans as well as two other minorities, Catholic Americans and poor Americans. Each unit, dealing with a specific group or pair of groups, is developed independently of the others. Each is realistic and accurate and promotes an understanding of the specific issues affecting each individual group. There is, however, very little intercultural understanding promoted in these materials. There are many teaching suggestions included in the Teacher's Guide, as well as many discussion and review questions. Suggestions are also included for other resources, especially audio-visual materials to supplement the readings.

Hosokawa, Bill, *Nisei: The Quiet Americans*, NY: William Morrow and Company, Inc., 1969, TR-2, SRS.

This book offers a detailed, complete look at the adversity, challenges and triumphs of Japanese Americans. Though the title suggests that the book deals solely with the second generation Japanese Americans, roughly one third deals with the first, Issei, generation, where they came from, why they came and what they found when they got here. Almost half of the book deals with the internment camp experience. The book provides insights into the broader significance of ethnic heritage and the problems our nation faces in providing equality and justice for all. This is a good library source for students and teachers who are interested in Japanese Americans specifically or in ethnic studies in general.

Japanese-American Curriculum Project, *Japanese-Americans: An Inside Look*, Stanford, CA: Multi-Media Productions, Inc., 1972, CUR-S.

This well-done kit may be used as a supplemental kit or as an introduction to the study of Japanese Americans. The material is narrow in scope but is presented in a human interest manner and is filled with easily understood information. Although the materials should have provided more suggestions for further studies for students, the Teacher's Guide does provide suggestions for discussions

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and additional activities. The materials are realistic and accurate and promote intercultural understanding and are of generally high educational quality.

Kitagawa, Daisuke, *Issei and Nisei: The Internment Years*, NY: The Seabury Press, Inc., 1967, TR-2, SRS.

The author of this book writes a vivid, first-hand account of life for the Japanese Americans in an internment camp during World War II. He combines his experiences with the collective experience of Japanese Americans as a group in this situation. The book brings into sharp focus the many differences between the Issei (first generation) and the Nisei (second generation) Japanese Americans within the internment camps. He also describes the way the internees viewed America while residing in the camps. This is an important book for examining this part of American history and for acquiring a sense of the feelings of Japanese Americans about this controversial issue.

Kitano, Harry H. L., *Japanese Americans: The Evolution of a Subculture* (from *Ethnic Groups in American Life Series*), Englewood Cliffs, NJ: Prentice-Hall, Inc., 1969, TR-2, SRS.

The book is divided into nine chapters. The first four are organized chronologically and relate the story of the Japanese in America from their earliest arrival through the post-World War II years. In these chapters Kitano deals with their strategy for adaptation, the course of growing anti-Japanese feeling and the evacuation during the Second World War. Five chapters are organized on a topical basis that include such major topics as family, community, culture, social deviance, and a summary and conclusions.

Lepthien, Emilie U., *Children of the Inner City*, Chicago: Singer Education Division, 1970, CUR-E, TR-1.

A unique ethnic studies approach is taken in the *Children of the Inner City* filmstrips. Six different ethnic groups, their children and families, are explored in relation to their urban environments. The materials are realistic and authentic but also positive and hopeful as well. The visuals are colorful and well-done, especially the Japanese American, Native American, and the Kentucky Mountain girl filmstrips. Although the Teacher's Guides are a bit sketchy, the filmstrips themselves have questions and teaching strategies on the final frames. The three other groups treated are Puerto Rican Americans, Black Americans, and Mexican Americans. Together, these materials certainly promote intercultural understanding.

Light, Ivan, *Ethnic Enterprise in America: Business and Welfare Among Chinese, Japanese, and Blacks*, Berkeley, CA: University of California Press, 1972, TR-2, SRS.

Light sets out to answer the question of why there has been such an absence of Black retail proprietorship in the urban United States. Blacks seem to have been conspicuously underrepresented in small business enterprises, a phenomenon that came to the fore during the ghetto riots of the mid-1960s. It was then discovered that whites owned most ghetto property. The author undertakes a comparison of the growth of small business among other racial groups, specifically the Chinese and Japanese, to uncover reasons for this phenomenon. He produces a very lucid comparative study of the migration experience and upward social mobility of three American ethnic groups and is very strong in dealing with the influence of cultural and value traits of the groups on the economic patterns they exhibit.

Ogawa, Dennis, *From Japs to Japanese: The Evolution of Japanese-American Stereotypes*, Berkeley, CA: McCutchan Publishing Corporation, 1971, TR-2, SRS.

As the title suggests, Ogawa sets out to describe the evolution of Japanese-American stereotypes. The use of a great deal of primary source material in presenting the various images that have from time to time been held about Japanese Americans is a particularly nice feature of this booklet. The original stereotypes were decidedly negative and prejudicial toward Japanese Americans. Those that were current after the Second World War were much more complimentary, but not necessarily more accurate. Certainly neither set of images was exhaustive of the kinds of Japanese Americans there are in fact. Ogawa also deals with several important concepts, one of which is the stereotype and another, the "self-fulfilling prophecy" as applied to ethnic group behavior.

Smith, William Carlson, *America in Progress: A Study of Our Citizens of Oriental Ancestry*, Ann Arbor, MI: Edwards Brothers, Incl, 1937, TR-2.

Although somewhat dated, this book provides information concerning several important concepts

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and processes in ethnic studies. Perhaps the most important is its treatment of the way in which the second generation strayed from the time-tested ways of the first generation Chinese and Japanese. Not only is this theme an important concept for the ethnic studies, it relates to many other important areas as well, such as family, impact of the general American society, assimilation and acculturation among many others.

Stone, James C., and Donald P. DeNevi, eds., *Teaching Multi-Cultural Populations: Five Heritages*, NY: Van Nostrand Reinhold Company, 1971, TR-2, SRS.

This book was compiled to fill the void in curriculum materials which ignored the existence of culturally different peoples in American schools. It presents a number of essays arranged in five categories: Native, Black, Puerto Rican, Mexican, and Asian American. Essays are included which sensitize the teacher to the issues and problems of these groups in contemporary America.

Thomas, Dorothy Swaine, *The Salvage: Japanese American Evacuation and Resettlement*, Berkeley, CA: University of California Press, 1952, TR-2.

The Salvage is the sequel to another book by the same author, entitled *The Spoilage*. That book chronicled the mass, forced migration of the Japanese Americans from California to detainment camps at several locations in the United States interior during World War II. *The Salvage* focuses on the concentration camp experience and the eventual resettlement of individuals who were incarcerated in the camps. The first part of the volume deals with the history of initial Japanese immigration, problems and patterns of their settlement and the forced migration. The second part deals with 15 case studies of individual Japanese Americans and their experiences in the camps.

Viewpoints: Red and Yellow, Black and Brown, Minneapolis, MN: Winston Press, Inc., 1972.

Consisting of 39 selections, this collection focuses on the problem of racism in American society and on how those negative attitudes affect the behavior and lives of America's visible minorities. The volume includes many valuable essays from a number of important ethnic studies books which are excerpted here in shortened and more convenient form. Several of the essays are reproduced from scholarly journals which are often unavailable to the teacher. There are many excellent discussions of Blacks, Chicanos, Native American and Chinese and Japanese Americans. This book is a very valuable resource for the ethnic studies.

Jewish Americans

Becker, Evelyn, et al., *Topics in Jewish-American Heritage, A Study Guide and Curriculum Outline*, NY: United Federation of Teachers, 1973, TR-1,2.

This study/teaching guide is composed of three parts. Part I deals with Jewish migration to America, Part II with the development of the Jewish community of New York City, and Part III treats the role of Jews in the American Labor movement. Each unit is composed of a statement of aims, motivating questions, a content outline in chronological format, a section for approaches and activities which present a number of activities, keyed reading assignments, and major questions that are corollary to the content outline. Finally a bibliography for further reading is presented. Much of the study guide is content oriented but is adaptable to conceptual approaches. Examples include the labor movement as part of basic economic issues, migration, assimilation and acculturation, and social institutions among others.

Cahan, Abraham, *The Rise of David Levinsky*, NY: Harper and Brothers, (orig. 1917), 1960, SRS, TR-2.

The Rise was the major novel written by Cahan. Editor of the *Jewish Daily Forward* for 49 years, he was a principal spokesman for Yiddish life and culture on New York's East Side. This is essentially the story of the acculturation of David Levinsky, an eastern European Jew who migrates to New York. The period setting of the story is from 1885 to 1915. The novel is of value to the teacher of ethnic studies in its description of Jewish values, such social institutions as the family and particularly the problems of adjustment faced by immigrants in American culture.

Feingold, Henry, *Zion in America: The Jewish Experience from Colonial Times to the Present*, NY: Twayne Publishers, 1974, TR-2, SRS.

Zion in America is a nearly encyclopedic history of the Jewish experience in the United States. Beginning in the colonial period Feingold traces the developments within the American Jewish community at various times and how and where the Jews fit into the larger American pattern. Feingold's concentration is on political, social, and economic mat-

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ters. A particularly good, brief section is rendered for the Eastern European Jewish migration to the United States. Their background and reasons for coming are emphasized. A comparative framework suggests that the Jewish immigrants (among all immigrant groups) have been least changed by the demands of the host society, a fact partially explained by their long-term experience as a minority and by strongly held religious/secular values. This is a scholarly synthesis of much work done on American Jews and is good background, content material for teachers or students.

Fishman, Priscilla, *The Jews of the United States*, NY: Quadrangle/the New York Times Book Co., 1973, TR-2, SRS.

Jewish migration to the United States has traditionally been seen as occurring in three waves: a relatively small group of Sephardim in colonial times; a larger, but still relatively small group of central European, German Jews in the middle of the nineteenth century; a mass migration of Eastern European Jews from the Pale of Settlement (Russian, Galician, and Rumanian), three million from 1881 to the onset of World War I. Each wave of Jews encountered a decidedly different American environment in political, social, and economic terms, which greatly influenced each group's relative acculturation. Fishman deals with these themes through 1972 and provides some valuable information about America's Jewish population.

Forster, Arnold and Benjamin R. Epstein, *The New Anti-Semitism*, NY: McGraw-Hill Book Co., 1974, TR-2, SRS.

This volume attempts to document the growth of a new anti-Semitism in the United States that has emerged in recent years. The authors note that while the holocaust perpetrated on the Jews by Adolph Hitler probably did more than any other thing to rid the world of racism and anti-Semitism, the passing of 30 years since Auschwitz has dulled people's memories and sensitivities to these outrages. Several current events, the passion plays of Gerald L.K. Smith in Arkansas, the controversy over community control of schools in the Ocean Hill-Brownsville section of New York and radical left anti-Semitism are some of the current events the authors draw upon to document their case. The book could be used to look more closely at several of these controversial and potentially explosive issues.

Fuchs, Lawrence H., *The Political Behavior of American Jews*, NY: Free Press, Div. of Macmillan Co, 1956, TR-2, SRS.

Although somewhat dated and a problem in terms of accessibility, *The Political Behavior of American Jews* offers some insights into the social values of American Jews in recent American politics and the political expression of those values. The bulk of the book is a history of the shifting party allegiance of American Jews from early American history to around the election of 1952. This book can be used in tandem with other books on the political behavior of various ethnic groups to develop a comparative political course of study, for comparative group social values and the political expression of those values.

Glazer, Nathan, *American Judaism*, Chicago: University of Chicago Press, 1957, updated and revised, 1972, TR-2, SRS.

Glazer, one of the notable scholars on American Jewish history and sociology, provides a short, readable, and insightful narrative of the Jewish experience in America. The title should not be taken to mean that the exclusive or even the primary focus is on religion per se. The book presents a sophisticated view of the secular influences that have shaped the religion and the people. In the revised edition of the book, Glazer provides an Epilogue in which he addresses the importance of the June, 1967, war for American Jews. That war, he argues, resulted in a very real change in Jewish self-identity and pride as well as the migration of Jewish-American youths to Israel.

Glazer, Nathan and Daniel P. Moynihan, Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City, Cambridge, MA: M.I.T. Press, Second Edition, 1970, TR-2, SRS.

Whether or not one agrees with the conclusions of these authors, this book is a classic in ethnic heritage studies. One of the most important sections of the book is the introduction to the second edition in which the contemporary status of ethnicity is assessed, issues of public policy that relate to ethnic and racial groups are analyzed, and a thorough introduction to ethnic studies as of 1970 is presented. The particular section on the Jews of New York City deals with such important topics as their work (economic base), such Jewish values as education, their communities and neighborhoods, their role in politics and hints about future developments. *Beyond the Melting Pot* provides an

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interesting extension of some of the historical work done on the Jews of New York.

Gold, Michael, *Jews Without Money*, NY: Avon Books, 1968, TR-2, SRS.

Gold, of Rumanian Jewish descent and born on the Lower East Side of New York City, wrote this classic of social protest in the 1930s. Gold was a radical intellectual who went to work at the age of 12, and in many respects the novel mirrors his experiences. The novel presents a vivid portrayal of poverty on the Lower East Side and the effect of the Great Depression on the Jews there. In this regard it is a corrective to stereotypical thinking and presents scenes of diverse Jewish life-styles.

Goldstein, Sidney and Calvin Goldscheider, *Jewish Americans: Three Generations in a Jewish Community*, Englewood Cliffs, NJ: Prentice-Hall, 1968, TR-2, SRS.

One of the volumes from the *Ethnic Groups in American Life Series*, this book focuses on three generations of Jewish Americans based on the findings of a population census of Providence, Rhode Island in the early 1960s. A representative sample of 1,500 Jewish families was generated from Jewish communal registers and congregation lists and was studied intensively in terms of geographical clustering and mobility, occupational patterns and how they changed over time, home ownership, marriage and family patterns, fertility, and mortality. This community study can be the backbone of comparative analysis of a number of social characteristics and concepts.

Higham, John, *Send These to Me: Jews and Other Immigrants in Urban America*, NY: Atheneum, 1975, TR-2, SRS.

According to Higham, the most difficult task of ethnic studies is the construction of a general framework for understanding "a baffling variety of attitudes and an even greater diversity of peoples." Much ethnic history has been particularistic; few have asked questions about common themes that connect one group with another. Higham tries to do that. Included are general essays on American immigration history and immigration restriction, several essays on American nativism, ideological anti-Semitism and social discrimination against Jews, ethnic pluralism and the dilemma between pluralism and the idelolgy of integration.

Howe, Irving, *World of Our Fathers*, NY: Harcourt, Brace, Jovanovich, 1976, TR-2, SRS.

World of Our Fathers is a definitive book on the history and culture of New York's Lower East Side. While that section of New York City is not the whole of the world, in many respects the Jewish experience there was representative for the majority of Eastern European Jewish immigrants, the vast majority of whom came to reside for some period of time in a major Atlantic coast city. Howe traces their story from eastern Europe of 1880, through the migrations to the United States, the social and cultural developments that occurred on the Lower East Side to ultimate dispersal to suburban America, the holocaust and Israel. A strength of the book is its treatment of Yiddish culture and its many manifestations, radical politics and its dissolution and a vivid portrayal of the ghetto, the sweatshop and the family. This is indispensable reading for interested teachers and advanced students.

Levine, Naomi and Martin Hochbaum, eds., *Poor Jews: An American Awakening*, New Brunswick, NY: Transaction Books, 1974, TR-2, SRS.

This collection of essays explores a hitherto untouched area of analysis—impoverished and nearly impoverished American Jews. Stereotype has it that all Jews in America are of middle to upper-middle social class, but the essays collected here show that there is another important aspect that must be considered. Similar to other ethnic groups, Jews are represented on all socioeconomic levels of society and for this reason *Poor Jews* is an important corrective to the conventional view. Other topics include the Jewish concept of welfare and care for one's own, Jewish participation or non-participation in the poverty program and strategies and methods of attacking the problems of Jewish poverty.

Rischin, Moses, *The Promised City, New York's Jews 1870-1914*, NY: Harper and Row Publishers, 2nd ed., 1974, TR-2.

The Promised City is a quite well done history of the migration of east European Jews out of the Pale of Settlement to New York City. It analyzes the many reasons for their migration, the passage, and what they found when they got to Gotham. From this point Rischin narrates the developments within the Jewish community on the Lower East Side through its golden age until the community disappeared in the second decade of the twentieth century. While it dwells on New York City, this is an important source of information on American Jews.

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Rose, Peter I., ed., *The Ghetto and Beyond*, NY: Random House, 1969, TR-2, SRS.

Arranged in five sections that develop particular themes, *The Ghetto and Beyond* is devoted to such topics as the persistence of Jewish traditions in the United States, the push by Jews for Civil Rights for all groups in American Society, the course of Jewish radicalism, demographic changes, i.e., from *shtetel* to suburb, and the Jews and their relationships with the American Protestant establishment.

Ruderman, Jerome, *Jews in American History: A Teacher's Guide*, NY: Anti-Defamation League of B'nai B'rith, 1974, TR-1,2.

Ruderman argues that topics in minority group history should be included in courses of study specifically when those topics help illuminate developments, trends, or topics of general importance in American history. Topics on the history of Jews in America presented here meet this criterion and include material from colonial times up to the present. The author provides discussion questions, student activities, and a basic bibliography for each section of this course of study.

Sanders, Ronald, *The Downtown Jews: Portraits of an Immigrant Generation*, NY: New American Library, 1969 (1976), TR-2, SRS.

The Downtown Jews is the story of Jewish culture in the late nineteenth and early twentieth centuries in its neighborhood, New York City's Lower East Side. Topics include such things as revolutionary political activity in Russia which seemed to spawn much anti-Jewish activity, pogroms, radical political activity in New York City, labor unionism; many topics concerning Yiddish culture; the breakdown of the community as an entity. A number of interesting portraits of this immigrant generation are painted in this book. It includes a short bibliography and a glossary of terms.

Sklare, Marshall, ed., *The Jew in American Society*, NY: Behrman House, Inc., 1974, TR-2, SRS.

Sklare has collected a number of essays on the Jewish experience in America in this volume. Many of the essays he has brought together are not otherwise easily accessible to the public school teacher. The book includes several essays on the social history of American Jews; more contemporary demographic profiles, essays on the Jewish family, several on the importance of religion and identity and one on Israel's importance to American Jews.

Teller, Judd L., *Strangers and Natives: The Evolution of the American Jew From 1921 to the Present*, NY: Delacorte Press, 1968, TR-2, SRS advanced.

Strangers and Natives is a provocative book that describes the life of Jews in America from 1921 to 1967. Interesting background information on the divergent European backgrounds of American Jews is given. Teller is concerned throughout the book with the evolution of Jewish groups in America; the impact of historical forces such as the Great Depression upon them, the social relationships between American Jews and other ethnic groups and such other topics as religious diversity among Jews, their foods, customs, arts, athletics, and trade unionism.

Walden, Daniel, ed., *On Being Jewish: American Jewish Writers From Cahan to Bellow*, NY: Fawcett World Library, 1974, TR-2, SRS.

This collection is concerned with bringing together examples of the writings of Jewish Americans from the time of the great migration of eastern European Jews to the present. The collection provides a good sample of Jewish writers who address themselves to problems and issues of both historical and more contemporary interest. All the writings may be considered primary historical sources as well as works of literature and narrative descriptions. This offers itself as an alternative avenue (i.e., through literature) to the study of ethnicity and ethnic groups.

Mexican Americans

Acuna, Rudolph, *A Mexican American Chronicle*, NY: American Book Company, 1971, CUR-S.

This text presents sympathetic and insightful views of the heritage of Mexican Americans. Though brief, the volume contains much information on the history of the Mexican Americans in the United States. Putting their experience in the broad context of American ethnic history, a number of the important issues are brought out. A broad range of questions is provided to stimulate discussion in each chapter, and at the end of the material is a

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section called "Rap Session" in which a number of important comtemporary issues are brought forward for student discussion.

Alford, Harold J., *The Proud Peoples: The Heritage and Cultures of Spanish Speaking Peoples in the United States*, NY: New American Library, Inc., 1973, TR-2, SRS.

The Proud Peoples is a brief history of the Mexican American in the American Southwest from the first explorers and conquistadores through the hegemony of the California Rancheros, the discovery of gold and the onrush of the Anglo, and the subsequent demotion of the Spanish descendants to second-class citizenship. More recent developments are also covered, including bracero migration and the La Raza movement. The chief attribute of the book is its brevity; it presents many of the principal problems, issues, and an overview of their development in a manageable amount of text.

Brown, Gertrude S., *Our Mexican Heritage*, Lexington, MA: Ginn and Company, 1972, CUR-E.

Students get a feeling for Mexican American culture and heritage by studying the poetry and art of Mexican Americans, the geographical movements of these peoples, and the history of and reasons for their migration. The materials are well-developed and are quite appropriate in reading and interest levels for upper elementary and junior high school students. The materials are realistic and accurate, they promote intercultural understanding and their overall educational quality is quite good.

Burma, John H., *Mexican Americans in the United States: A Reader*, NY: Harper and Row Publishers, Inc., 1970, TR-2, SRS.

The purpose of this collection is to bring together a number of up-to-date readings on Mexican Americans. The book will serve as an adequate introduction to the study of Mexican Americans because it offers readings in almost all aspects of Mexican American life and culture. Readings deal with such important ethnic studies topics as prejudice, education, economics, work and jobs, as well as the importance in Mexican American life of religion and family.

Diaz, A.P., *Viva La Raza: The Mexican American Experience* (from *Springboards Series*), NY: Noble and Noble, Publishers, Inc., 1972, CUR-S, TR-1.

This curriculum kit is innovative and unique. Through case studies, bilingual vocabulary development exercises, and an activity-oriented approach, students actively learn about, and begin to appreciate the experience of the Mexican American. The stories have been carefully developed and are highlighted with photographs. Included in the kit is a well-written and well-developed Teacher's Guide that includes many activity suggestions and instructions for using the materials. The educational quality of these materials is very high, the materials are accurate and quite realistic and they promote intercultural understanding.

Escobedo, Arturo C., *Chicano Counselor*, Lubbock, TX: Trucha Publications, Inc., 1974, TR-3.

Although this book would not be used as a source of substantive information on Chicanos in a traditional sense, it does delve into the problems of the Chicano people, particularly as students and the social group attitudes and cultural conflicts they endure. The theme is that of urging the training of Chicano counselors because of the acute need of Mexican American students: their particular needs and problems in public schools are most often ignored or mishandled. The book is a particularly good resource for making teachers aware of some problems that might otherwise escape them.

Flores, Joseph and Albert Chavez, *Songs and Dreams and Yearnings* (from *Mexican American Literature*), New Haven, CT: Pendulum Press, 1972, CUR-S, TR-1.

The two volumes comprising this curriculum package are collections of short stories, poems, and articles which together are a unique set of materials. The readings are sensitively put together and so emotionally based that students seem forced to empathize with the problems and injustices that face and have faced Chicanos. However, teachers who want to present a complete historical and sociological picture of the Mexican Americans may need to supplement these quite affective materials with other resources.

Hernandez, Luis F., *A Forgotten American*, NY: Anti-Defamation League of B'nai B'rith, 1969, TR-1,2.

Part of a series of resource units for teachers produced under HEW grants, *A Forgotten American* provides a brief factual overview of the history of Mexican Americans. It delves thoroughly into such topics as the divergent backgrounds of Mexican Americans in the United States, the various

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workings of the acculturation process, Chicano values and family structure, and Chicano power. As a teaching aid, the book attempts to construct a profile of the Mexican American students. Other teaching aids include organizing generalizations, topics for discussion, and guides for gathering further information.

Litsinger, Dolores Escobar, *The Challenge of Teaching Mexican American Students*, NY: American Book Company, 1973, TR-3,2.

This is a consciousness-raising book for teachers who have Chicano children in their classes. It attempts to examine why teachers may have difficulty in dealing with Chicano students, and it provides insight into Chicano students' behavior and values. Mexican American history and culture, Chicano subculture, attitudes, and problem issues are well-discussed. The book may be used as background material on Mexican Americans as a group and problems peculiar to Chicanos. It can also help teachers grapple with solutions to problems which confront Chicano children.

Ludwig, Edward, *The Chicanos: Mexican American Voices*, Gretna, LA: Pelican Publishing Company, Inc., 1971, TR-2, SRS.

A collection of poetry, works of fiction and informative articles, this anthology includes works by and about Mexican Americans. The great diversity of materials develops a realistic picture of the complexity of Mexican American life today. Many of the selections have become standard sources in the study of Mexican American culture—discussions of El Teatro Campesino, El Teatro Urbano, and a Barriology Exam. The strength of the collection is in the great variety of the materials it brings together and number of perspectives represented.

Meier, Matt, and Feliciano Rivera, *The Chicanos: A History of Mexican Americans*, NY: Hill and Wang, Inc., Div. of Farrar, Straus and Giroux, Inc., 1972, TR-2, SRS.

Although this history provides an overview of much of the Mexican American past, it emphasizes the Mexican American experience in the twentieth century. It sets together history and contemporary events and issues in interesting fashion. Topics discussed include northerly migration from Mexico, the relationship between California agriculture and Chicano laborers (historically and in recent times with United Farm Workers strikes etc.), the recent emergence of militant political movements and some of the leaders of these, including Chavez, Gonzales, Tijerina, and Gutierrez.

Moquin, Wayne and Charles Van Doren, eds., *A Documentary History of the Mexican Americans*, NY: Praeger Publishers, Inc., 1971, TR-2, SRS.

This is one of the most complete collections of documents published which surveys Mexican American history. Because it covers the period from 1536 to the present, it is an invaluable resource for teachers and students who are interested in examining original sources about this ethnic group. The 65 readings in the volume have been carefully chosen to present a chronological balance between past and more contemporary times which well-reflect the ever-changing circumstances of the Mexican Americans in the United States.

Nava, Julian, ed., *The Mexican American in American History*, NY: American Book Company, 1973, CUR-S, TR-1,2.

The Mexican American in American History is a collection of readings and first-hand documents illustrating Mexican American heritage in the United States. It spans a long historical period from the first Spanish origins to contemporary Chicano issues of the 1970s. The use of original material makes this collection unique, fresh, and very credible. Through this approach, students get a fresh view of history and of government policy-making as it affects Mexican Americans and other ethnic groups.

Nava, Julian, *Mexican Americans: Past, Present, and Future*, NY: American Book Company, 1969, CUR-S, TR-1,2.

This student text is stimulating and well written. As the title suggests, the book traces Mexican American history from very early times up to contemporary issues and events. It suggests possible future avenues the civil rights movement might take, and it emphasizes the particular needs and concerns of the Mexican Americans as a single ethnic group within the broader civil right context. The importance of ethnic pluralism is a value greatly stressed.

Nava, Julian, ed., *Viva La Raza! Readings on Mexican Americans*, NY: D. Van Nostrand Company, 1973, SRS, TR-S.

Writing from the explicit point of view that the Mexican American has been neglected by many

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historians and attempting in some small way to correct that neglect, Nava has put together a fine collection of documents on the old and new world cultural influences on the Mexican Americans as well as to chronicling their experience in the United States. The most important section of the collection is part five in which Nava brings documents together on immigration, the place of Mexican Americans in the economy and how that has changed in recent times, the education of Mexican American students as well as political and cultural considerations. This is a good resource for either students or teachers.

Samora, Julian, ed., *La Raza: Forgotten Americans*, Notre Dame, IN: University of Notre Dame Press, 1966, TR-2, SRS.

This book is a collection of essays about the status of Chicanos. Although is was published in 1966, the book is still useful for one who would begin learning about the Mexican American experience. Included are essays on such important topics as the history, culture, and education of Chicanos; the importance of religion; their leadership and role in politics; the migrant worker; the right to equal economic opportunity; and pertinent community action. A section on the demographic characteristics of the Chicanos in the United States puts these problems in context sociologically and geographically.

Servin, Manuel P., ed., *An Awakened Minority: The Mexican-Americans*, 2nd ed., Beverly Hills, CA: Glencoe Press, 1974, TR-2, SRS.

This collection of essays brings together previously unpublished essays on many heretofore unexplored topics important in Mexican American history and contemporary life. Half the collection deals with the Mexican American experience before the Second World War, while the other half deals with post-World War II developments. One third of the book is concerned with this newly awakened minority and recent Chicano activism. While a book such as this cannot be comprehensive, this is a valuable addition to the reading list on Mexican Americans.

United States Commission on Civil Rights, *The Unfinished Education: Mexican Education Series*, Washington, DC: U.S. Commission on Civil Rights, Vols. I-VI, 1971-1974, TR-2,3, volume titles vary.

This was a very thorough survey of the problems faced by Mexican American school children in the Southwest United States. The Commission analyzed many aspects of Mexican American education: Anglo educational practices and Anglo teachers' interaction with Chicano children; bilingualism; the role of de facto segregation in the educational achievement of the Mexican American child; how wealth of school districts affects the quality of education. The final volume is concerned with suggestions for improvement of Mexican American education. The reports are invaluable from the point of view of teachers who have Mexican American children in their classes, but may also be used as material for teaching contemporary ethnic social issues.

Viva La Causa: The Migrant Labor Movement, Chicago: Denoyer-Geppert Company, 1972, CUR-S, TR-1.

This multi-media kit focuses primarily on the farm labor movement and the forces that induced it. Chicanos are depicted as a group forced to maintain a secondary position in American society. References are made to ethnic pluralism, non-violent protest, and the intricate relationships among labor, industry, and government. The educational quality of these materials is quite high, they are realistic and accurate and they promote intercultural understanding.

What is La Raza? Stanford, CA: Multi-Media Productions, Inc., 1972, CUR-S, TR-1.

This kit is an outstanding ethnic heritage curriculum material. It employs a multimedia approach to study the history, art, geography, and political scene of the Mexican American in the Southwest United States. Creatively designed, the materials stimulate the imagination and talents of high school students, while also informing them about the background and traditions of the Mexican Americans. Great use is made of slides, and there are excellent student/teacher manuals. The information is very realistic and accurate and the overall educational quality is extremely good.

Native American Indians

Erdoes, Richard, *The Sun Dance People: The Plains Indians, Their Past and Present*, NY: Random House, Inc., 1973, CUR-S, TR-1,2.

The Sun Dance People is an excellent study of the American Indians of the Plains. The author, who

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lived with and studied the Plains Indians extensively, presents a provocative and concise picture of this culture and the results of the interaction of this culture with Anglo-American culture. The effects of this cultural conflict are covered factually and without bias. Some of the topics of this curriculum material are excellent and are conducive to comparative study with other ethnic groups. An example of this might be rites of passage into manhood for boys and the family, among many more. The text is well-illustrated and there is a supplementary sound filmstrip program.

Fuchs, Estelle and Robert Havighurst, *To Live on This Earth: American Indian Education*, NY: Anchor Press, Div. of Doubleday and Company, Inc., 1973, TR-3,2.

To Live on This Earth is an exhaustive study of the nature of the education American Indians receive and have received in the United States. It deals with a number of important issues and problems, such as the identity and location of contemporary American Indians and the difficulties and subsequent achievement levels resulting from their contact with American mass culture and that which is transmitted in American schools. It looks at American Indian children as being exposed to a variety of school milieux, teachers, and curricula. The book criticizes the educational process as it relates to the American Indians and calls for their increasing role in educational decision-making.

Hertzberg, Hazel, Alice Marriot, and Rachal R. Sudy, *The Great Tree and the Longhouse: The Culture of the Iroquois*, and *Kiowa Years: A Study in Culture Impact*, (from *Anthropology Study Project*), NY: Macmillan Publishing Company, Inc., 1966-68, CUR-S.

Both of these units are well written, well designed, and are distinctly useful as ethnic heritage curriculum materials on the American Indian. Because units are focused around an anthropological concept base, students should begin to recognize cultural and sociological universals (generalizations) and should begin to get a feel for the meaning of cultural pluralism. The materials are highly realistic and accurate and certainly promote the concepts conducive to intercultural understanding.

Jelks, Edward B., *American Indians of the Southeast*, Chicago: Coronet Instructional Media, 1972, CUR-S.

Narrated by a Cherokee, these filmstrips accurately protray many aspects of the history and culture of the American Indians of the Southeast United States. The script is well written, and the films are technically extremely well done. The set of materials is easily adaptable to suit diverse teacher and student needs, yet could stand alone as the only resource needed in studying American Indians in this particular geographical location. For a complete picture of American Indians, this resource should be used along with resources dealing with the Indian cultures of other geographical areas.

Johnson, Elden, *American Indians of the Northeast*, Chicago: Coronet Instructional Media, 1971, CUR-S.

These filmstrips illustrate the present-day lifestyles of the American Indians of the Northeast and examine the role ancient traditions play in their modern lives. The American Indian narrator adds color and credence to the presentation. The films are accented by the use of contemporary paintings depicting the culture and historical events of these people. Used along with material on other Native American groups and geographical areas, these materials give an additional perspective on American Indian cultures.

Johnson, Elden, *American Indians of the Plains*, Chicago: Coronet Instructional Media, 1972, CUR-S.

This filmstrip/cassette kit is part of a series of Coronet audiovisual kits about American Indians from various georgraphical areas. Taken together, these kits are a very complete curriculum for the study of this ethnic group (if that it be called). The content of these materials is extensive and accurate. Both the visuals and narration are of excellent quality. For a teacher who chooses to focus on the life and experiences of a particular group of Indians, these materials provide a superior presentation.

Josephy, Alvin M., Jr., *The Indian Heritage of America*, NY: Bantam Books, 1968, TR-2, SRS.

This is an excellent book on American Indians for both students and teachers. Each chapter covers a different American Indian tribe and the corresponding geographical location of each. Explored are such things as the attitudes of other groups toward American Indians, stereotypes of Indians, the white man's conquest of the Indians, and the Native Americans today and their fight for survival. The

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book is well written and could be used as the sole resource in covering American Indian heritages.

Kresse, Fred, *The Indians Who Met the Pilgrims*, Boston, MA: American Science and Engineering, Inc., 1974, CUR-E.

In overall educational quality, this curriculum material is excellent. *The Indians Who Met the Pilgrims* presents a realistic and dynamic picture of the American Indians who lived in the Cape Cod area of Massachusetts. The author continually emphasizes the importance of cultural pluralism in regarding ethnic groups, their cultures, and identities. Historical data and reproductions of authentic artifacts, recipes, arts and crafts provide a strong, vivid representation of early American Indian life in this region of the United States.

Levine, Stuart and Nancy O. Lurie, eds., *The American Indian Today*, Baltimore, MD: Penguin Books, Inc., 1972, TR-2, SRS.

American Indian and white anthropologists explore the American Indians' identity today in light of firmly-rooted, traditional values. Their findings are supported by a series of case studies which examine current problems confronting American Indians. Nationalistic trends, current tendencies, acculturation, government relations and policy, and education are major topics of this study. Included are highly detailed maps, topical bibliographies, illustrations, and a complete index.

McCandless, Lucie B., *The First Americans: Culture Patterns*, Tarrytown, NY: Schloat Productions, Inc., 1974, CUR-S.

Using a comparative approach, these materials guide the student in learning about the various cultures, traditions, and beliefs of the early, prehistoric American Indians. In-depth portraits are constructed for the Paleo Indians, the American Indians of the Arctic and of the Southwest, and of the Mound Builders. Teachers may want to run the filmstrips several times to give students ample opportunity to extract as much information as possible. The Teacher's Guide is very helpful in its outlines and suggestions.

McGill, Ken and Ellen McGill, *Indians and Buffalo*, Glendale, CA: Bowmar Publishing Corporation, 1973, CUR-E.

The information presented here is accurate and thorough, and the paintings that illustrate the material are carefully chosen. Depicted through narration, American Indian paintings, and folk-tales, are the culture of the Plains Indians and their almost total dependence on the buffalo. This is a particularly useful resource for studying the relationship between the American Indian and his particular environment and what happened to that relationship after contact with white culture. While high in educational quality, this material presents only one part of the American Indian story and should be used along with other materials.

McGovern, Ann, *The Defenders: Osceola, Tecumseh, Cochise*, and White, Anne Terry, *The False Treaty: The Removal of the Cherokees from Georgia*, (from the *Firebird Library*), NY: Scholastic Book Services, 1970, CUR-E.

The *Firebird* books are unusual and effective ethnic studies curriculum materials. The series consists of 16 separate paperback books focusing on little-taught aspects of American history, culture, and minority groups. The content of each book is accurate and written in a compelling style; excellent illustrations further enhance the stories. Excellent Teacher's Guides provide innovative strategy and activity ideas. Though the books are designed for elementary level, the materials are also appropriate for and would be enjoyed by junior high school students. These two books deal with interesting aspects of American Indian history.

Moquin, Wayne and Charles Van Doren, eds., *Great Documents in American Indian History*, NY: Praeger Publishers, Inc., 1973, TR-2, SRS.

Compiled in this volume are a series of readings about some of the nearly 400 American Indian tribes in the United States. The authors present documents which help the student explore possible similarities and differences among the various tribes and their experiences. The book is organized in three parts: Part I, "The Indian Way of Life," presents information about life-styles, the importance of religion, family, marriage, and many others. Part II, entitled "Captive Nations" presents documents dealing with the interaction of the American Indians and whites. Part III, entitled "Heading Toward the Mainstream," deals with more contemporary trends and issues. Included is a glossary of American Indian tribes.

Murphy, Donald J. and Floy Lanegan, *Indians of the Pacific Northwest*, Ellensburg, WA: Educational Media, Inc., 1975, CUR-E.

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These materials use a "hands-on" approach in exploring specific aspects of an American Indian culture. Such topics as clothing, food, transportation, social events, art, and occupations are covered. Based on a Hilda Taba philosophy, they provide a first-hand feeling for the values and cultures of American Indian tribes. The Teacher's Guide includes materials for teachers to duplicate and suggested questions and ideas for further activities. The materials are thorough and creative in their portrayal of these cultures.

Navajo Social Studies Project, *All About How Dennis Todacheeni Came to School*, and *When I Come To School*, Albuquerque, NM: University of New Mexico Press, 1969, CUR-E.

These two examples of American Indian materials are an innovative attempt to develop social studies curriculum materials for a specific ethnic sub-group in American society, the Navajo. Used to promote positive attitudes toward self in school, the materials are well done, thoroughly developed and attempt to be evaluative as well. The materials could serve as a model for designing similar treatments for other ethnic groups that would meet their specific needs.

Power of My Spirit: The American Indian, Chicago: Denoyer-Geppert Company, 1972, CUR-S.

Power of My Spirit focuses on the sociological development of the American Indian in American mass culture. Designed to create an emotional impact on its users, the materials intensively examine the influences the Anglo-American and American Indian cultures have had on each other and the social injustices and hardships American Indians are facing today. The materials are excellent, but would serve as a more well-rounded resource if supplemented with materials highlighting the historical and cultural aspects of American Indian tribes.

Spicer, Edward, *A Short History of the Indians of the United States*, NY: Van Nostrand Reinhold Company, 1969, TR-2, SRS.

Spicer's book has two principal components. The first is a historical narrative which discusses major topics in the history of the many tribes of American Indians. It ranges chronologically from 1540 to 1967. It is noteworthy because it treats a number of diverse Indian groups. Some of the topics of the narrative include Anglo-American interaction with Indian tribes, the effect of technological advances and government policies toward the American Indians. The second component is a series of documents related to the history of American Indians offering both Indian and white perspectives, many of which are selected from recent times.

Suttles, Wayne, *American Indians of the North Pacific Coast*, Chicago: Coronet Instructional Media, 1971, CUR-S.

This curriculum material is excellent. In an accurate and compelling manner, it presents a complete historical and cultural study of the American Indians of the Pacific Northwest. It realistically depicts a diversity of life styles from a great number of perspectives, thus avoiding a lack of credibility and increasing student awareness of the multifaceted problems facing contemporary American Indians. The narrative, photography, and musical background are superb. As a whole, the set is done with warmth and sensitivity. For best results, the materials should be used along with materials dealing with other American Indian cultures.

Vogel, Virgil J., *This Country Was Ours: A Documentary History of the American Indian*, NY: Harper and Row, Publishers, Inc., 1974, TR-2, SRS.

This is a thorough chronological collection of historical documents about American Indians from their prehistory to the present. The documents consist of a great variety of materials: laws, treaties, letters, articles, and more. Through these sources, Vogel presents many views of facets of the loves of American Indians. The book could be used as the sole source for teaching a unit on American Indians in a realistic and factual manner. The materials are such that an appreciation of the complexity and diversity of Indian cultures would be promoted. The volume includes several useful appendices.

Northern European Americans

Ander, O. Fritiof, ed., *In the Trek of the Immigrants*, Rock Island, IL: Augustana College Library, 1964, TR-2, SRS Advanced.

This is an excellent collection of essays on immigrants from northern European countries: England, Norway, Finland, and Germany. Since it is a collection, it deals with such immigrants in a number of different locales, doing a variety of occupations, and from several different perspectives. Moreover it presents two superb essays on an ethnic studies concept that is rarely discussed in the literature

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available in the public schools. That concerns the repatriots, those immigrants who came for a period of time to work in the United States and who returned home. Such return migration accounted for over a third of all incoming immigrants, though of course that varies greatly from group to group.

Anderson, Arlow W., *The Norwegian-Americans*, NY: Twayne Publishers, Inc., 1974, SRS, TR-2.

Part of the *Immigrant Heritage of America Series*, *The Norwegian-Americans* is a thorough immigration history which traces the Norwegians from their homeland through their initial experiences in the United States. The content of the book lends itself to classroom use in that Anderson is concerned with a number of topics that can be treated in comparative perspective with other immigrant groups. Such things as religion, community institutions like the press, literature and business, among many others, can be treated in such a comparative perspective and can be used to teach a number of ethnic studies concepts.

Babcock, Kendrick Charles, *The Scandinavian Element in the United States*, NY: Johnson Reprint Corp., 1967, TR-2.

Originally published in 1917, Babcock's study is an exhaustive account of the Scandinavian immigration to the United States up to 1917. He provides the interested reader with a great amount of information and a number of insights into such important phenomena as business and economics, religion, politics, and social organization and social institutions of Scandinavian immigrants. A very solid content book.

Bergmann, Leola Nelson, *Americans from Norway*, Philadelphia, PA: J.B. Lippincott Company, 1950, TR-2, SRS.

The story of the Norse migration to America was of one hundred years duration, 1825-1925. This book illustrates the great variety of Norwegian immigrant experiences, from the more typical (indeed stereotypical) Norwegian midwestern farmers to the less typical, though no less real, Norwegian settlers in Chicago, Minneapolis, and Brooklyn. In the final section, the Norwegian immigrant experience is contrasted against that of other immigrant groups. And perhaps not surprisingly, the reader discovers that the "immigrant psychosis," alienation and other problems of adjustment were not as acute for the second generation Norwegians as among Italian, Polish, and Greek immigrant groups.

Berthoff, Rowland T., *British Immigrants in Industrial America: 1790-1950*, Cambridge, MA: Harvard University Press, 1953, TR-2, SRS.

Berthoff provides several very important insights into the general process of migration and adjustment to a new environment. This is especially true of immigrant economic adjustment to American society. One reason that British immigrants made their adjustment more easily was their specific economic background, their occupational experiences at home. Over 40 percent could declare experience in industrial skill, which may be compared with other immigrant groups who possessed no such array or level of industrial experience or sophistication (with the exception of the eastern European Jews who were even more highly skilled). Though coming into good, highly paid jobs eased the adjustment of the British immigrants in industrial America, that was only half of their good fortune. Their cultural background made their new environment much less bewildering than was the case for many others whose own cultural background was quite different. In all, a good source for making some striking comparisons among immigrant groups.

Blegen, Theodore C., *Norwegian Migration to America: The American Transition*, Northfield, MN: Norwegian-American Historical Society, 1931, TR-2.

The product of an outstanding figure in immigration history, this volume was written to complement an earlier volume by the same author which explored the European origins of Norwegian immigrants in the United States. The present volume discusses the concept of assimilation (or acculturation) by focusing on the experience of Norwegian immigrants. In this, Blegen treats the formation of immigrant institutions (the Church and the press), everyday life among the pioneers, and the impact of social and political events and movements on these Norwegian settlers (e.g., the common school movement, the Civil War).

Clark, Dennis, *The Irish of Philadelphia: Ten Generations of Urban Experience*, Philadelphia, PA: Temple University Press, 1973, TR-2, SRS.

In this book, Clark traces the 300 year history of Irishmen living in Philadelphia, contrasts this history with that of the Irish in other major American cities in the nineteenth century and with that of the

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Irish on their native island. A number of important insights are developed by taking this long but narrowly focused view. Several things should be noted about this book. Because of the book's chronologic view, one can see the development over many years of Irish occupations in the city and how general urban economic change has altered the place of the Irish in the city's economic and social structure. Physical change of the city, and what that implies about Irish neighborhoods is also traced. The structure of the city in terms of single family houses, for example, lent itself to Irish accommodation to the city because of the high value the Irish placed on that commodity.

Conway, Allen, ed., *The Welsh in America: Letters From the Immigrants,* Minneapolis, MN: University of Minnesota Press, 1961, TR-2, SRS.

Conway collects in this book a great number of letters written by Welsh immigrants to their families and friends back in Wales. The letters reflect every aspect of the life of farmers and miners (Welsh took up these occupations to the virtual exclusion of others) who settled and worked in nineteenth century America. Since the letters are primary historical sources, they may be used in a number of ways in the classroom, particularly for focusing discussions around particular concepts. Moreover, these letters provide a human dimension to the study of the life and work situations of immigrants in America and may be compared to collections of letters or autobiographies of individuals of other ethnic groups in other locales.

DeJong Gerald F., *The Dutch in America: 1609-1974,* NY: Twayne Publishers, Inc., 1975, TR-2, SRS.

The Dutch have been coming to the United States since as early as 1609 with the voyage of Henry Hudson. This enjoyable book chronicles the various movements of the Dutch to American shores, the reasons for those migrations and looks closely at the areas in the United States that were settled by these immigrants. Certainly the area of greatest Dutch influence was in New York and New Jersey, but at other times, the Dutch have settled and became influential in other places, the mid-west particularly. Recent Dutch migration to America is recounted (nearly 90,000 strong) and several Dutch institutions are discussed.

Esslinger, Dean R., *Immigrants and the City,* Port Washington, NY: Kennikat Press Corp., 1975, TR-2.

This is a highly specialized study of the immigrants of South Bend, Indiana, in the nineteenth century. It is one of the few books that deals in a sophisticated way with the immigrants derived largely from central and northern Europe and the British Isles. Though it is a local community study, many important ethnic studies concepts are discussed (family, work and occupational change, community, residence, ghettoes, neighborhood, and patterns of community leadership, among others). Some interesting background information on these ethnic groups is provided as well. The process of urbanization, the impact of that process on people of diverse backgrounds, is the book's chief frame of reference. This short book is a nugget for ethnic studies materials.

Furer, Howard, ed., *Scandinavians in America, 986-1972 (Ethnic Chronology Series),* Dobbs Ferry, NY: Oceana, 1972, TR-2, SRS.

This book is made up of three parts. Part I is an annotated chronological overview of America's Scandinavian settlers, most of which deals with the period 1800 to 1950. Part II is devoted to 38 documents from American Scandinavian history. Several of these items are quite interesting and could be used profitably in the classroom as springboards to discussions, or simply as background information. Some sense of the diversity of life-styles and of locations emerges from this documents section, but by and large it is too full of heroes to be of great value. Part III presents a rather extensive bibliography.

Griffin, William, ed., *Irish in America, 550-1972, (Ethnic Chronology Series),* Dobbs Ferry, NY: Oceana, 1973, TR-2, SRS.

Typical of the *Ethnic Chronology Series,* this book is divided into four parts. Part I is a rather short annotated chronology of the events of Irish-American history that provides an overview but which is not burdensomely long and banal. Part II is a series of documents from Irish American history, most of which are from the period of the great migration and initial acculturation of the Irish in American society and are thus appropriate and interesting and lend themselves to extensive use in teaching ethnic studies concepts. Part III is composed of several statistical tables, which may also be of good use in the classroom. The fourth part is a rather good bibliography for further reading.

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Handlin, Oscar, *Boston's Immigrants, 1790-1880*, NY: Atheneum, 1970, Second Edition, TR-2, SRS.

Boston's Immigrants is one of the better studies of American immigration. It is chiefly concerned with the immigration experience of the Irish, particularly those affected by the potato famine of the 1940s. Torn from their native soil because their potato crops rotted in the fields, many of these Irish were uprooted from their old ways of life. Many found themselves trapped in American port cities and Boston was one of the primary receptacles. Handlin looks in great detail in stirring prose at the physical, economic, and social adjustments of the Irish in coping with poverty, congestion, religious conflict, and ethnic hostility in the inhospitable environment that was Boston. This is a good model for studying immigration history, nativism, and ethnic history.

Hawgood, John A., *The Tragedy of German America*, NY: Arno Press, Div. of New York Times, reprint, 1970, TR-2, SRS.

This history of German immigration to the United States is divided into three major portions: The German Settler in the United States, New Germanies on American Soil, and The Significance of the Hyphen in German-American history. It takes as its point of departure the interaction and the mutual impact of a subgroup and the larger, host society. It describes the forces that unified German-Americans as a group, and those which were simultaneously at work breaking down ethnic bonds and cooperation within the group. An excellent source for information that is tied to important ethnic studies concepts.

Hoglund, A. William, *Finnish Immigrants in America, 1880-1920*, Madison, WI: University of Wisconsin Press, 1960, TR-2.

This book is valuable for ethnic studies or multicultural studies in that Hoglund, though writing a fairly traditional immigration history, deals with a number of topics that are important in a comparative ethnic studies perspective. He emphasizes such traditonal content areas as the mixture of old and new ways in the first generation's experience in terms of employment, marriage and family, politics and religion. If one is already firmly grounded in the most important ethnic studies concepts, the book may be of value.

Kolehmainen, John I., *The Finns in America*, (from *Teaching History with Community Resources: Localized History Series*), NY: Teachers College Press, 1968, TR-1,2.

This book is part of a series that emphasizes a "localized" approach to teaching ethnic studies at the secondary school level. Teachers using the approach are encouraged to draw upon local resources to teach about ethnic groups. Thus, any of the books in the series may be used as a model for the teacher to use in teaching about the ethnic groups predominant in their own geographical area. This particular pamphlet explores the Finlanders' reasons for imigrating to the United States, their settlement inclinations, and aspects of their culture that were maintained after immigration and the impact of American influences. There is a fairly complete bibliography included and a short description of places to visit.

Rolvaag, O.E., *Giants in the Earth*, NY: Harper and Row, 1955, TR-2, SRS Advanced.

The cultural shock experienced by many immigrants is the dominating mood of this classic work. Essentially an autobiography, it describes the hardships suffered by an immigrant family battling the environment of the Great Plains. Thus it can be used as a way to teach ethnic studies from the framework of American frontier history, or can be used simply as a rather complete treatment of one style of immigrant life in one particular locale in America. Comparison of that lifestyle with those of other immigrants in other situations is thus a possible teaching strategy. It is fairly difficult reading, but some students may find it a very illuminating experience.

Weller, Jack E., *Yesterday's People: Life in Contemporary Appalachia*, Lexington, KY: University of Kentucky Press, 1965, TR-2, SRS.

Weller was a missionary minister of the United Presbyterian Church and spent 13 years among the mountain folk of the southern Appalachians. He has written this very important book for our understanding of the Appalachian mountain people who are the decendants of English and Scots-Irish colonials. He wrote this book from the outside, looking in, after having spent a long, frustrating period of time trying to minister to these apparently backward folks. He dwells at great length on the old folkways and presents a human, realistic portrait of the Appalachian hill folk. The book is must reading if the teacher is to deal with this particular group.

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An interesting approach to the study of the Appalachian folks would be to look at their cultural attributes here and in the urban areas to which they are now moving in large numbers. This book is especially fruitful if fairly large numbers are in one's locale and thus possible to apply the techniques of local community study.

Wittke, Carl, *Germans in America* (from *Teaching History with Community Resources: Localized History Series*), NY: Teachers College Press, 1967, TR-1,2.

This book is part of the series, *Teaching History with Community Resources: Localized History Series*. The series presents a "localized" approach to teaching ethnic studies at the secondary school level. Teachers using the approach are encouraged to draw on local resources to teach about ethnic groups. *The Germans in America* emphasizes the pluralistic nature of German-American life and stresses the interrelationships between German-Americans and other ethnic groups. While the format tends to put the reader off, the information contained herein is realistic and accurate, the text and approach promote intercultural understanding. The educational quality of this book is outstanding.

Wittke, Carl, *Irish in America* (from *Teaching history with Community Resources: Localized History Series*), NY: Teachers College Press, 1967, TR-1,2.

What has been said about the *Germans in America* in the annotation above could be repeated here. Suffice it to say that both these sources are excellent pieces of material for teaching ethnic studies, particularly for using the sources of the community at the local level. Community studies, the model for which is suggested in these books, is an interesting, engaging and relevant exercise for learning about the specific ethnic content about one's area or neighborhood, but most importantly in its pluralistic aspects.

Puerto Rican Americans

Aran, Kenneth, et al., *Puerto Rican History and Culture: A Study Guide and Curriculum Outline*, NY: United Federation of Teachers, 1973, TR-1,2.

Developed by teachers in New York City, these materials are essential aids for teachers who would promote understanding of Puerto Rican Americans. The editors have done an exhaustive job in finding materials and providing strategies and suggestions for teaching about Puerto Rican Americans. To elicit as much student interest as possible, the concepts and methods of sociology and psychology have been used alongside the more traditional chronological, historical approach. Some of these concepts include comparative migration, the family, the Puerto Rican adjustment to urban life and an assessment of the effect of Spanish culture on the life-style of Puerto Ricans, among others.

Bailey, Bernadine, *José*, Boston, MA: Houghton Mifflin Co., 1969, SRS.

This book is about life in the Puerto Rican section of Chicago and focuses on the life of José Garcia and his family. Although it does not go into great detail about Puerto Rican customs, dress and life, it does examine the problems of individual adjustment in an alien environment. It is not apparent how typical the Garcia family is of the Puerto Rican people in the United States for they appear to be middle class in their values and attitudes, particularly toward education.

Battlé, Ana, et al., *The Puerto Ricans: A Resource Unit for Teachers*, NY: Anti-Defamation League of B'nai B'rith, 1973, TR-1,2,3.

The purpose of this booklet is twofold. By providing an overview of important information and a reference section which includes books, audiovisual materials, records, and organizational resources, it serves as a starting point for teaching about the Puerto Rican Americans. It also helps teachers who may have Puerto Rican children in their classrooms by facilitating understanding of, and sensitizing teachers to, the problems peculiar to Puerto Ricans because of their ethnicity.

Brahs, Stuart, *An Album of the Puerto Rican in the United States*, NY: Franklin Watts, Inc., 1973, SRE.

The life of Puerto Ricans on their native island and that which they experience in the continental United States are compared in this brief history. Extensive information is presented and the chapters on race, culture, and political activities are particularly well-done. As the title implies, this volume is packed with excellent photographs.

Buckley, Peter, *I am From Puerto Rico*, NY: Julian Messner, Div. of Simon and Schuster, Inc., 1971, SRE.

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The dual nature of the life of Puerto Rican Americans is exemplified in this well-written story. The reader experiences many of life's most important decisons and the adaptations the immigrant Puerto Rican must make to his new American environment.

Cooper, Paulette, *Growing Up Puerto Rican*, NY: New American Library, Inc., 1972, SRS.

This is a collection of 17 stories written by Puerto Rican youths. By describing their personal experiences, frustrations, hopes and ideas, they reveal a picture of what it's like for an adolescent to grow up torn between two cultures. The stories are gathered from all over the United States and thus give a sense of diversity within the Puerto Rican American group. The stories and experiences are linked through a common sense of Puerto Rican identity.

Cordasco, Francesco, *The Puerto Ricans, 1493-1973* (from *Ethnic Chronology Series*), Dobbs Ferry, NY: Oceana Publications Inc., 1973, TR-2, SRS.

Similar to other books of the series in organization, the three divisions of this book are somewhat different from the rest. The first section (only 18 pages in length), offers a short chronology of events of Puerto Ricans. Part II, the major section of the book, is composed of documents, but they are documents that diverge from the kinds generally included in this series. Cordasco has included several outstanding scholarly essays on important topics in Puerto Rican American experience. Topics include migration, the establishment of the Puerto Rican community in New York City and Puerto Rican educational experience, among others. The third Part is a selected bibliography. This is one of the better books in this series.

Cordasco, Francesco and Eugene Bucchioni, *The Puerto Rican Experience: A Sociological Source Book*, Totowa, NJ: Littlefield, Adams and Company, 1973, TR-2, SRS.

This is a detailed account of the Puerto Rican migration to the United States and the problems encountered historically and currently in their adjustment to life in the United States. Two chapters in particular provide well-founded understanding of ethnicity: "Life on the Mainland: Conflict and Acculturation," and "Education on the Mainland." Other chapters cover the political, economic, and cultural aspects of life on the island and provide a great deal of information on Puerto Rican migration to the United States.

Fellows, Donald K., *A Mosaic of America's Ethnic Minorities*, NY: John Wiley and Sons, Inc., 1972, SRS, TR-2.

This book gives the reader broad perspectives on ethnic heritage, acculturation, assimilation, the impact of ethnic groups on American society and life, and speculates in each chapter on future trends. It provides historical, statistical, and visual information on Blacks, Mexican, Native, Chinese, Japanese, and Puerto Rican Americans. Quite readable and containing review and discussion questions, this book could serve as an excellent text for high school students. The material is highly interdisciplinary using historical, geographical, sociological, and religious concepts and theories that are applicable to all ethnic groups. A particularly nice feature of the chapter on the Puerto Ricans is the comparative treatment given such social institutions as the family and religion on the island and in New York City.

Fitzpatrick, Joseph P., *Puerto Rican Americans: The Meaning of Migration to the Mainland*, (from *Ethnic Groups in American Life Series*), Englewood Cliffs, NJ: Prentice-Hall, 1971, TR-2, SRS.

Concerned with presenting information about Puerto Ricans in the United States, this volume concentrates on that experience in New York City. However, because of the great changes taking place within the Puerto Rican American community at this time, the emphasis is on a *perspective* for thinking about Puerto Rican Americans and aids the reader in understanding this group's particular problems. Fitzpatrick presents data on their migration, cultural identity and other factors of their background and looks intensively at many Puerto Rican social institutions in the U.S. among which the discussion of family, community, religion, education, welfare problems, and the problems of color stand out in the volume.

Glazer, Nathan and Daniel P. Moynihan, *Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians and Irish of New York City*, Cambridge, MA: M.I.T. Press, 1970 (2nd. ed.) TR-2, SRS.

This book is a classic of ethnic studies literature and should be read by all who are interested in this subject area. Though some of their conclusions are

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controversial, one should nevertheless come to terms with their arguments. Each of the groups listed in the title is given separate treatment in the book, but most important is the fact that they are all approached from a similar, multicultural point of view. Specific topics of importance include the family, education, the neighborhood, and community and the impact of low income on their adjustment among many others.

Handlin, Oscar, *The Newcomers: Negroes and Puerto Ricans in a Changing Metropolis*, Cambridge, MA: Harvard University Press, 1959, TR-2, SRS.

This book is as much a slice of the history of New York City as it is ethnic studies material. What is compelling about the volume is that it presents a comprehensive view of the variable effects of environment on the life experiences of ethnic groups. The chapter on "Patterns of Adjustment" is the most important. Handlin sets down the argument that the patterns of Black and Puerto Rican Americans show great similarity to those patterns exhibited by preceding white ethnic groups. This is an important issue in ethnic studies and has important implications for public policies, whether or not one agrees with Handlin.

Hauberg, Clifford A., *Puerto Rico and the Puerto Ricans; A Study of Puerto Rican History and Immigration to the United States*, NY: Twayne Publishers, Inc., 1974, TR-2, SRS.

Part of the Twayne *Immigrant Heritage of American Series*, this book presents a very concise and lucid summative view of Puerto Ricans in the United States. Two of the important themes with which the book deals are the measure of their present state of acculturation to the United States and the prospects for their future in America. These topics are set against the backdrop of the cultural-historical experience of Puerto Rico itself. The result is a scholarly yet lively picture of an ethnic group's assimilation into American culture.

Kurtis, Arlene Harris, *Puerto Ricans: From Island to Mainland*, NY: Julian Messner, Div. of Simon and Schuster, Inc., 1969, SRE.

This book is organized chronologically and provides a brief overview of Puerto Rico and of Puerto Ricans in the United States. Emphasis is on culture, intercultural relationships and the contributions of Puerto Rican Americans to national life. The photographs are excellent in quality and are carefully integrated with the textual material. An appendix includes a glossary and pronunciation guide to Puerto Rican Spanish.

Lewis, Oscar, *La Vida: A Puerto Rican Family in the Culture of Poverty*, NY: Random House, Inc., 1965, TR-2, SRS.

As the subtitle suggests, *La Vida* is a study of a Puerto Rican family in San Juan, which moves to New York City seeking new opportunities only to remain trapped in the so-called culture of poverty. The major objectives of the study are to promote an understanding of urban slum life in San Juan, the problems of adjustment in New York City and the transfer of island institutions and customs to that city, and to develop ways of studying the family unit. Though the concept of the culture of poverty is a controversial one among sociologists and anthropologists, the book is a classic. It provides a realistic portrait of the texture of life in impoverished conditions and the feelings and perspectives of the people living in those circumstances.

Montalvo, David, et al., *The Puerto Ricans: A Brief Look at Their History*, NY: Anti-Defamation League of B'nai B'rith, n.d., TR-2, SRS.

This is a brief booklet, the principal focus of which is the history and culture of the island of Puerto Rico. It is divided into two parts. Part I, composed of three chapters, discusses Puerto Rico under Spanish Rule. Part II discusses Puerto Rico under United States rule in six chapters. The last chapter of the book treats the migration of Puerto Ricans to the mainland United States. This is a very brief though fairly thorough treatment of the background of the Puerto Rican American ethnic group.

Senior, Clarence, *The Puerto Ricans: Strangers–Then Neighbors*, Chicago, IL: Quadrangle Books and Anti-Defamation League of B'nai B'rith, 1965, TR-2, SRS.

Senior's book is a short, but very thorough treatment of Puerto Rican Americans in New York City. He uses much of the book to dispell many conventional attitudes that have grown up concerning the Puerto Rican Americans and in trying to construct a frame of reference for viewing the Puerto Ricans as against the experiences of other preceding groups. The analogies between the Puerto Ricans and other groups are fair and fairly well-founded and the similarities of the experiences are not used to gloss over some of the more negative facts of their situa-

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tion in New York City. For a short book, this is a compendium of important information about the contemporary situation.

Sexton, Patricia, *Spanish Harlem*, NY: Harper and Row, Publishers, 1965, TR-2, SRS.

Sexton's book analyzes the problems of the urban slum: poverty, dilapidated housing, congestion, illiteracy, adjustment of newcomers to urban life and simply personal survival. Sexton deals with these problems very well, but the book is also prescriptive in that the author is concerned throughout with possible solutions to the problems of the slum. *Spanish Harlem* may well be most fruitfully read along with Oscar Lewis' *La Vida*, and Handlin's *The Newcomers*, among others. But what recommends this book is its well-done brevity.

Thomas, Piri, *Down These Mean Streets*, NY: New American Library, Inc., 1967, SRS, TR-2.

This is a narrative of a Puerto Rican boy's painful search for manhood in Spanish Harlem. Similar to such books as Claude Brown's *Manchild in the Promised Land*, Carlos Bulosan's *America is in the Heart*, and Michael Gold's *Jews Without Money*, this book presents a poignant and affective protrait of Puerto Rican life in the ghetto slum. Culture conflict of American and Spanish Puerto Rican resides within this Puerto Rican boy who must try to come to terms with two worlds. This theme is an important and constant one in ethnic studies.

Wagenheim, Kal, *Puerto Rico: A Profile*, NY: Praeger Publisherrs, Inc., Subs. of Encyclopedia Britannica, Inc., 1970, TR-2, SRS.

The emphasis of *Puerto Rico: A Profile* is on the island and its people, rather than on Puerto Ricans in the United States. The rationale for its inclusion in this list is that it is difficult to understand the Puerto Rican experience in the United States without understanding a good deal about life on the island. Wagenheim presents the reader with just this information, looking at such topics as culture, history and geography, the economy, government, and education. In all, a contribution to our understanding of the Puerto Rican in the United States.

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